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ABSTRACT

This handbook was written for all parents and staff who participate in elementary school programs. It was designed to help assess the results of program development efforts and impact on students and to identify opportunities for further improvement. The first chapter explains the underlying concepts of the school program review and the basic assessment strategy presented in the handbook, as well as suggestions for using the handbook. The second chapter explains how to conduct a school program assessment. It explains the types of evidence that should be gathered through observation, interviews, and document review and how to pull it together when making the assessment report. The third chapter explains how to prepare the assessment report. It includes pages for reporting judgments of quality of various aspects, pages for indicating actions or activities that could be the key for further program improvement, and a work sheet to aid in synthesizing the findings. (DS)

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Handbook for Assessing an Elementary School Program

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INTRODUCTION

This Handbook for Assessing an Elementary School Program was written for all parents and staff who participate in the school program. It was designed to help assess the results of your program development efforts and the impact the program is having on students and to identify opportunities for further improvement. Conducting a thorough assessment of your program as it is now operating provides a strong basis for judging what program modifications would be most effective in making further program improvements.

While this handbook is written for use by school people in their own program assessment, it is also the primary guide to be used by state teams conducting program reviews. Such external reviews often provide a fresh viewpoint, but they cannot substitute for a self-assessment process that involves many school people carefully examining the effects of the program. Because external reviews are necessarily brief, they work best for schools which are conducting self-assessments.

The handbook is organized into three chapters:

1. Overview
2. Conducting the Assessment
3. Preparing the Assessment Report

The first chapter explains the underlying concepts of the school program review and the basic assessment strategy presented in the handbook, as well as suggestions for using the handbook.

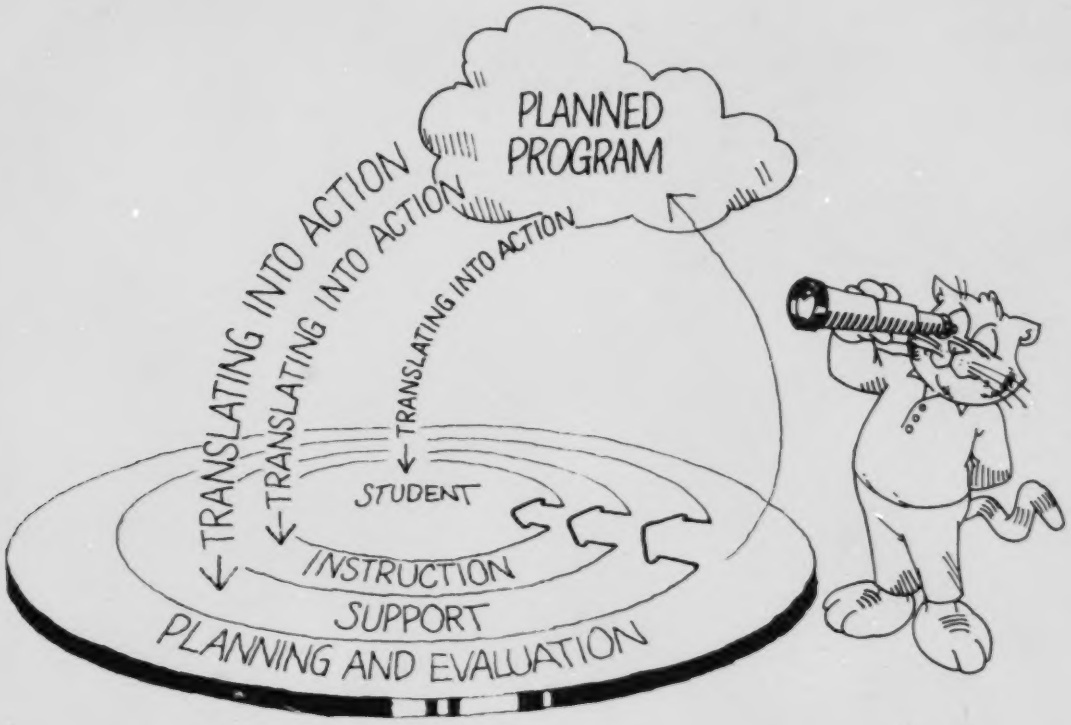
The second chapter explains how to conduct a school program assessment. It explains the types of evidence that you should gather through observation, interviews, and document review and how to pull it all together in ways that will be helpful in making the assessment report.

The third chapter explains how to prepare the assessment report. It includes pages for reporting judgments of quality of various aspects of the program, pages for indicating actions or activities that could be the key for further program improvement, and a work sheet to aid in synthesizing the findings.

Chapter I

REVIEWING THE SCHOOL PROGRAM

The program review process described in this handbook is based on a particular perspective toward the school program. This perspective encompasses pupil growth and achievement, the instruction received by the student and the instruction offered by the school, the support system for the instructional program, the activities which translate the planned program into action, and planning and evaluation. The relationship among these aspects of the school program can be displayed as shown below. Notice that the student is at the center, with other aspects of the school program depicted as layers around the student.



Planning and evaluation. The outermost layer of activities, planning and evaluation, includesthe development and yearly evaluation of the school plan, ongoing planning and evaluation, and all the formal and informal, written and unwritten plans which are laced through the school year. The purpose of these activities includes achieving broad agreement on the goals and expectations for students and on what the school program should be in order to meet these goals; allocations of responsibility, time, and other resources to the people charged with translating the plan into action; and the ongoing evaluation and modification of the school program for continued improvement.

Support. The next layer of activities are those planned as support to instruction, such as staff development and parent involvement.

Instruction. The next layer is instruction, broadly defined to include everything experienced by the student under some control of the school. Within instruction, a distinction is made between the instruction received by the student and the instruction offered by the school.

Student. At the center of the school program is the student as beneficiary. The benefit to the student in basic skills achievement, learning in curricular areas, and social and personal growth is the ultimate focus of the program.

The planned program. The planned program is what people at the school have agreed they want the program to be. It includes much more than the written school plan. It includes formal and informal plans, annual and ongoing planning, written and unwritten plans, and the plans each staff makes for day-to-day program activities.

Translating the planned program into action. Between the planned program and doing what has been planned are the crucial activities which translate ideas into action. These activities include communication and collaboration among staff, mutual suport, the assignment of people to tasks, reallocation of time, scheduling, space allotment, ordering needed supplies, defining roles and responsibilities, coordinating and sequencing activities, and quality control.

The Assessment Strategy

The assessment strategy is based on the concept of the school program just described. The basic idea is to start with the student and work your way outward through instruction, support, and translation, and finally back to planning. This direction--from the student outward--is complemented by an assessment of the planned program which looks at how it was or wasn't translated into action and by the effect of planning, translation, and support on instruction. Thus, the assesament goes back and forth through the layers of the school program, pursuing key linkages where activities have been particularly effective or where improvements might have particularly high payoffs. Two linkages are emphasized:

- The link between the instruction received by the student and what adults do to make this instruction happen for the student

- The link between translation activities and the planned program and between translation activities and the implemented program

The strategy for the reviewers in conducting the assessment is to build a picture of how things work out for the student at the school. This picture is built primarily from observation of the student, analysis of the student's current work, connecting the current work to past work and current activities, instructional staff explanations of the student's current and past activities, and instructional and management material used by the staff for the student's program. The assessment strategy deliberately avoids using written documentation as evidence unless the documentation serves an instructional purpose for the teachers, aides, or students. Likewise, the strategy avoids "the numbers and percentages game." The strategy will work for people who seriously want to know what is happening in the school, and it won't waste anyone else's time.

After the reviewer has a picture of what is happening for the students, the assessment focuses on finding out what processes at the school contributed to what is happening. The reviewer seeks explanation from staff of why they do things the way they do, where the instructional program comes from, how it is supported and improved, how plans get translated into action, and so on. The focus is on what is affecting what, rather than on process for process's sake.

When the reviewers have completed their investigations, it is time to prepare the report of findings as described in Chapter III. The report is also based on the model of the school programs described earlier in this chapter. It provides for two types of findings: the quality of the effects of each aspect of the program and identified opportunities for improvement.

Criteria are provided for assessing quality in the form of descriptive paragraphs for low, middle, and high levels of program quality. Possible opportunities for improvement are provided in the form of phrases describing an action or activity and spaces for referencing activities from the school plan. Thus, the report includes findings of the current status of program quality and implications for possible action. Chapter III also includes a work sheet for synthesizing the findings, using the model of planning, translation, support, instruction, and students.

Program review and existing assessment activities. The program review described in this manual is designed to complement, not replace, existing assessment activities which may be part of your ongoing planning and evaluation processes. Program review works better in areas where staff has been enlightened by prior self-assessment activities. Taken together program review and your ongoing planning and evaluation activities form the total assessment process at your school. As you gain experience with the assessment process described here, you should refine and modify it to suit your own decision-making needs.

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Program reviews conducted by teams external to the school provide a fresh viewpoint and independent validation of internal assessments. The program review conducted for the State Department of Education, either by a state team or through a consortium of districts, will be based on this handbook. The reviewers will follow the process described in Chapter II and use the reporting form in Chapter III. Of course, since the assessment in Chapter II is designed for use over a longer period than a two or three day visit, the Chapter II processes will be abbreviated. Therefore, prior self-assessment can do much to improve the validity of the external review. Additional instructions to state program reviewers are provided in Procedures for Elementary Program Review Teams. A copy of these procedures is sent to the school prior to an actual program review.

Use of the Handbook. This handbook has a variety of possible uses, some of which are described briefly here:

- Use it during the planning process as an aid to assessing your school program's capacity to meet the educational needs of the students.
- Use it to identify areas of high quality which you will want to conserve.
- Use it to help to decide what to concentrate on next in ongoing planning.
- Use it to prepare for state or district external reviews.
- Use it as part of a district accountability system.
- Use it as part of your evaluation design.
- Use it for staff development.
- Use it for regular monitoring of program implementation activities.
- Use it to diagnose school problems.
- Use it to prompt discussions of important issues.
- Use it to determine where program assistance is needed.
- Use it to determine where staff development is needed.
- Use it to determine where changes are needed in the way the planned program is translated into action.

CHAPTER II

CONDUCTING THE ASSESSMENT

This chapter tells you how to conduct the assessment of the program. It is addressed to everyone at the school who will be involved in some way in formal and informal assessment. Because the goal of this assessment process is to reach conclusions about the school as a whole, individual staff members who want to use this chapter to help them assess their own activity will have to adapt it to their unique situations. After using the process described in this chapter, you will be ready to prepare the assessment report explained in Chapter III.

Overview of the Assessment Process

The assessment process is described in the following order:

- Student Outcomes
- Assessing School Planning and Evaluation
- The Effects of Instruction on Student Learning
- The Effects of Support on Instruction
- Translating the Planned Program into Action

In actual practice, however, it is important that reviewers adjust this sequence to suit the particular circumstances of their investigation. For example, when looking at the effects of instruction on students, reviewers should take opportunities that arise to ask the teacher about his or her involvement in staff development, in planning and evaluation, etc. Also, when discussing staff development with teachers, ask them for examples of where its effect on students can be seen.

Although each section addresses a particular layer of activities in the school program, the emphasis in the assessment process is on discovering the impact of one layer on another; for example, the effect of support on instruction. To get a picture of how effective your school is, you will eventually have to complete your assessment in two directions:

1. Working from what is happening to the individual student, to the instruction provided by adults, then to the support system for instruction, then to the translation of the planned program into action, and finally to how the program was planned and assessed

2. Working from the planned program to the translation activities and the support system for instruction, to the instruction provided, and finally to what is happening to the individual student

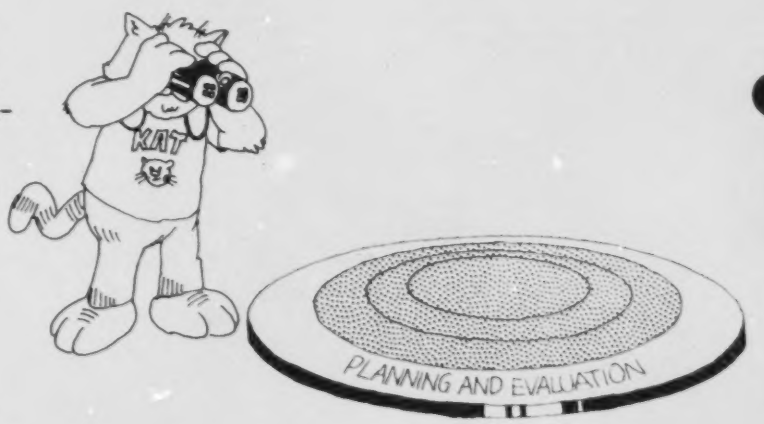
In practice, you will be going back and forth in both directions as you gather information to form a stable picture of the flow of events seen from both directions. The information you gather through this process and the pictures you form will be the basis for preparing the assessment report explained in Chapter III of this handbook.

ASSESSING SCHOOL PLANNING AND EVALUATION

Preparing to Assess Planning and Evaluation

To assess the planning and evaluation activities at the school, review what has been planned, both formally and informally, and during annual planning and ongoing planning throughout the year. Although the planning and evaluation you are assessing includes more than what is written, begin by reading the entire school plan. This reading provides information necessary to begin building a picture of formal and informal planning and evaluation at the school and helps you formulate strategies and questions for further investigation.

Specifically, reading the plan helps you:



- Build a sense of the student population at the school: for example, the percentage of LES/NES students and/or Title I/EDY students.
- Build a sense of student needs.
- Build a sense of the expectations for student performance.
- Build a picture of the planned program, that is, what you can expect to see.
- Identify the objectives in the plan.
- Identify the activities in the plan necessary for attaining the objectives.
- Decide whether you understand what the agreements are that are recorded in the plan.
- Identify the questions you will need to ask in order to better understand the agreements.

The initial picture you build will need to be validated by using information from other sources. Other important documents that should be reviewed are:

- California Assessment Program (CAP) reports. These contain data on student achievement in reading and on the demographic composition of the school.

- District Master Plan. This will give you:

  (1) Knowledge of the relationship between district support strategies and the school plan

  (2) Knowledge of the local board policies that affect the school plan

  (3) The district criteria for approving school plans

- School level documents

  Minutes of school site council or advisory committee meetings; reports, charts, or records used in monitoring plan development and ongoing planning and evaluation.

- Evaluation results

  Review district evaluation reports, school or program reports, and needs assessment data.

- Other district documents

  Seek out other documents that will help put the plan into perspective, such as district testing program reports, district proficiency standards, district curriculum frameworks.

- Previous state program review reports

  Read these to see whether or not previous program review recommendations have been incorporated into current plans.

After having read the plan and other documents, prepare a strategy for investigating and further validating what you have already learned or know about the formal and informal planning and evaluation process in the school.

In order to build a complete picture for judging planning and evaluation, investigation strategies include the following:

- Determining who you will want to interview about their understandings of the agreements on what is planned so you can judge the level of agreement

  For example: principal; members of the school site council and advisory committee(s); others involved in planning such as teachers, aides, parents, students, other school personnel

- Identifying people to interview about their understanding of their own roles and responsibilities

  For example: principal; members of the school site council and advisory committee(s); others involved in carrying out planned activities such as teachers, aides, students, other school personnel

- Identifying what needs to be at the school for plans to be translated into action

  For example: How much time was allocated to the activities; who assigned staff to the activities; who was responsible for each activity?

- Identifying what issues to look for in ongoing planning and evaluation and who to interview about the ongoing planning processes

- Identifying the divisions of the program you will have to observe and any parts of the school not mentioned in the plan that you will have to observe in order to build a complete picture

- Identifying some of the areas of the program in which you are most likely to find impact of planning and evaluation

The reading of the school plan will have provided much of the information necessary to develop these strategies. Interviews and observations provide information for refining your investigation strategies and for learning about the ongoing planning and evaluation activities at the school. They also help to validate and improve your initial picture of planning and evaluation. Areas to investigate through interview and observation and various facets of quality and opportunities for improvement are listed below.

Areas to Investigate	Facets of Quality and Opportunities for Improvement
How those involved in planning were prepared to be planners	How were the skills needed for planning identified? How were the planners trained in those skills?
The level of understanding of planners and others at the school about how they will go about improving the program	Do all people involved in the areas of the program that have been planned for understand what is to happen and why and what their roles and responsibilities are?
How planners gather and process information about what is happening in the planned program. How evaluation supports ongoing planning.	What provisions have been made for monitoring what is happening? How was it decided which parts of the program to monitor?

Areas to Investigate	Facets of Quality and Opportunities for Improvement
	How are these provisions being carried out and who is involved?
	What evaluation procedures are being used?
How information about how the program is working is evaluated and how it is used to modify plans; how ongoing planning is used to improve the planned program	How are decisions to modify the plan made?
	Who is involved in decision making?
	Have the resulting modifications been effective in bringing about program improvement?
Informal planning and evaluation activities	Is there time and support for lesson plans?
	Are informal discussions of problems, solutions, and opportunities encouraged and used?
	Is informal planning and evaluation found schoolwide, or is it limited to certain people or curricula areas?
District and other resources used in planning and evaluation	What relationship is there between the strategies to assist schools as stated in the district master plan and the district resources that have been used in planning and evaluation?
Time been allotted for planning and evaluation	When do the planning and evaluation activities take place: after school, on release time, during staff development time, etc.? When does ongoing planning occur? Who allocates time and resources?
Annual evaluation	Who is responsible for conducting the annual evaluation?
	What resources external to the school are employed?
	How did the last evaluation relate to the original evaluation design?
	How are the results used to modify and improve plans?

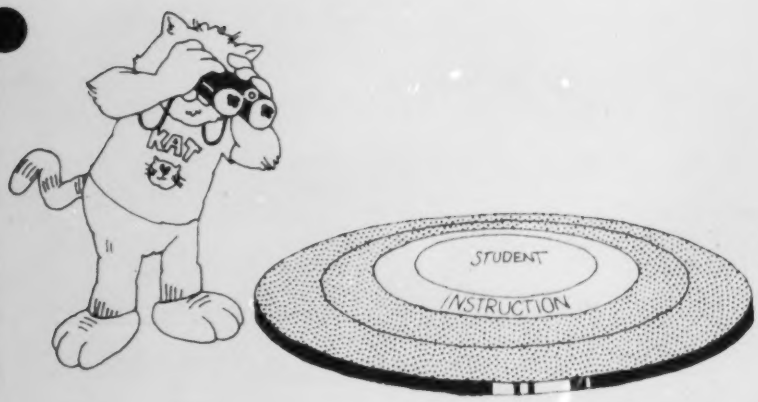
The school plan and other important documents which describe and frame the school program serve as your guide in reviewing the quality of the school program and in the identification of opportunities for improvement. While you will review the program using the divisions the school has selected in planning an improved program for students, including anticipated student outcomes and activities or approaches to achieving such outcomes, your assessment will include all that is happening within each division. The reviewer is not limited to what has been stated in the school plan, since a written plan cannot, nor should it, include all that is happening or will happen for students within each division of the program.

In using the following section, "The Effect of Instruction on Student Learning," you will be gathering information about how students are learning and what they are learning in each of the planned curricular divisions of the program.

THE EFFECT OF INSTRUCTION ON STUDENT LEARNING

This section is written for those who review the instruction of students: school site council/advisory committee members, other school and district staff, and external reviewers, including other district personnel in a consortium for program review and State Department of Education representatives. School personnel and council/committee members will be able to conduct a more in-depth review than external reviewers, given greater flexibility of time, but all areas addressed in this section of the manual will be considered by external as well as internal (school) reviewers.

To assess the effects of instruction on students, it is necessary to develop a picture of what students do throughout the day--<u>what</u> they learn and <u>how</u> they learn. The picture you develop is of <u>all</u> students in the participating classrooms of the school, including students with exceptional needs, the talented and gifted, the limited- and non-English-speaking (LES/NES), and the educationally disadvantaged students. To make this assessment, observe students primarily in their classrooms, but also observe them in other settings of the school, such as on the playground, during lunch, in the library and other special centers in order to complete the picture of what students do.



The <u>what students learn</u> involves issues of curriculum--completeness of content, identification of skills and concepts to be taught and learned in the subject matter areas identified in the school plan; range and depth of subject matter areas to match the range of student needs; capabilities and educational interests; the existence of standards and expectations; and so forth. <u>For purposes of your assessment, curriculum is defined as the skills and concepts in the instruction that students actually experience at school rather than as the school's or district's course of study from which teachers select areas for their instructional program</u>.

The <u>how students learn</u> involves instructional issues, such as (1) responsiveness to individual student needs, strengths, interests, and ways of learning the activities in which students are engaged (including materials, instructional methods, grouping, etc.); (2) use of time for activities; (3) extension of learning; (4) opportunities to apply skills and knowledge learned in one area of the curriculum to other areas; and (5) environment in which learning takes place.

In finding out how students learn, focus directly on what students are doing rather than just looking at how the adults make such opportunities possible. In this aspect of the review, you are looking for evidence of how instruction affects students--its impact on their learning and development. Determining what adults do to make learning happen is used to test and verify your understanding of what students do all day. However, remember that the purpose of school improvement is to improve the academic, social, and personal development of students, and ultimately you must make a judgment about how well the program is doing so. Thus, begin your investigations of the instruction of students first with what the students do.

Determining what adults do to make learning happen involves the same issues examined in "how students learn" but as seen from the adult's perspective. In finding out what adults do, you will be looking at classroom organization and management, curriculum development, and how the staff defines and delivers the instructional program.

Using This Section of the Handbook

To assist you in conducting an assessment of how students learn, what they learn, and what adults do to make learning happen, this section of the handbook provides the following:

1. Guidance for gathering facts about what is happening and what and how students are learning to enable you to form an initial picture of the instructional program, including questions you will need to answer

2. Assistance for making judgments about the effects of the program on students

3. Descriptions of aspects of program which have beneficial or negative effects on students in order to assist you in assessing the effect of instruction on students

As you use this material, please note the following suggestions:

1. You should make choices about which questions to pursue when and how. In so doing, allow the actual structure of the classroom--the activities in which students are engaged at the moment--to guide you. Follow the clues as they present themselves; do not try to pursue all questions to the same depth in all classrooms for all students and/or teaching staff.

2. Your ultimate purpose is to judge the effectiveness of "what is" as it produces benefits for students. Do not use the questions as checklists or as lists of events whose existence you must verify.

3. Although this section of the handbook presents the assessment of instruction in a step-by-step fashion, an actual assessment does not have to be conducted in the same sequence. As much as possible, pursue answers to questions simultaneously.

That is, while observing, formulate answers to several questions at the same time. The interrelationships among the answers is often more important than verification that isolated events are occurring.

4. First form a clear picture of what is; then judge effectiveness. Do not make a judgment about the effects of instruction on students until you have gathered all the facts; that is, until your picture of what is happening is complete. Premature judgments about effectiveness can seriously distort both your further investigation and your conclusions.

Initial Observation and Orientation to the Classroom

Each classroom visit should be structured to make the most of the time available. When you enter a classroom, take a minute or two to look at its overall organization: what the students are doing; what adults in the classroom are doing; how many different activities are going on; what those activities are; how many students are engaged in each activity; how many and which students in each activity appear to be attentive to the task; how many students are not engaged in any direct educational activity. Note the environment of the classroom: how physical space is used; the general tone and atmosphere; how students are interacting with each other and with the adults in the classroom; what factors within the classroom might promote or inhibit learning such as the amount of noise, the arrangement of the classroom, the accessibility of material, and so forth.

Walking about the classroom, observe what the students are doing, how they are doing it, and what they are using to do it. Things to note for guiding further questions and observations are: if a variety of activities are going on; if students are learning the same skills or concepts in different ways or if they are applying skills or concepts; if student grouping is based on the skills or concepts being learned; if all activities employ the same way of learning (e.g., paper and pencil, manipulatives); if students appear to be understanding their assignments and how to do them; if the incorrect student responses are being corrected; if the materials in language(s) other than English are available for LES/NES students; if students are actively or passively engaged in the various activities and how the students perceive their daily schedule.

In making these observations, you are forming an initial picture of what students do in the classroom. It is important to refrain from making judgments about the effectiveness of the program from this initial picture; it is far too early to do so. Instead, consider these observations as piecemeal and impressionistic only--requiring substantiation and corroboration during a more in-depth look. The chief value of the information gathered during this initial look at what students do is to generate clues to spark and guide further investigation of the instruction of students. What clues do you now have about what students learn and how they learn as a result of putting together your initial picture of the classroom?

How to Look for Evidence of the Effect of Instruction on Students

Any assessment of the effect of instruction on students must be strongly grounded in the facts of what students do through the day, so an in-depth look at a few students is necessary. Using clues gathered when putting together your initial picture, select a few students for in-depth study, including one or more with special needs such as educationally disadvantaged, gifted and talented, and LES/NES students. Make your sample as representative of the class as possible. Once you have a clear picture of what these students do and the effect of the instructional program on them, you can use it to help you in generalizing about the school day for other students in the classroom, testing and verifying your impressions as needed. Of course, you will include some observation and interaction with other students as well.

As you proceed with your task of trying to form a picture of what students do, it is helpful to place the facts as you gather them into a framework. The basic framework is how these students' day is organized, how today fits in with the past several weeks, and how these weeks fit into the year. Find out what group or groups the students work with, which adults work with them and how, and how much of each student's time seems to be engaged in assigned activities.

- Are the students you selected for in-depth study working alone or with a group? If in a group, is the group working independently, with the teacher, aide, volunteer parent, another student?

- What are the students in the groups doing--receiving instruction; practicing newly acquired skills; applying skills; discussing concepts; teaching each other; acquiring information independently; synthesizing and evaluating information; waiting; playing; watching; causing a disturbance; attending to an unrelated task?

- How much of each student's time is spent actually engaged in assigned activity?

- How much of the time in the groups is the student receiving the direct attention of the teacher? Is the teacher's attention for instruction, for personal reinforcement, for maintaining discipline in the group, etc.

- How much of the time is the student receiving direct attention from the other adults (aides, volunteers)? Is this attention for instruction, for personal reinforcement, for maintaining discipline, etc.?

- Who is instructing the LES/NES students?

- Are LES/NES students being instructed or tutored in a language other than English?

- How do the students move from one group or one activity to another?

- Does the size of the group vary appropriately; e.g., individual activity, small group, large group, total class?

- Does the group stay together or do the students join other groups?

- Do the students complete the activity they are working on before they begin a new activity? How quickly do students settle into the new activity?

Talk to each of the selected students to learn how they perceive the organization of their days at school. Ask such questions as:

- What are you doing? Who told you to do it?

- What happens if you do it wrong? How do you know?

- What do you do if you need help?

- What will you do when you are finished with this? With whom will you work?

- What will you be doing later today?

- Show me some of your work from last week. What did you do?

To complete your picture of how the student's day is organized, you should ask the teacher (and aides) about what the student's daily and weekly schedule is, how students are assigned to specific activities and why, how LES/NES students are grouped, who they normally work with, how the primary language is used, how the teacher's time and the time of other adults is used, how Title I/EDY participants are served, and so forth. Make mental notes of the questions you need to ask the teacher as you proceed with your observation of students. Remember to concentrate on what students do by observing and reviewing student work and records, and talking with students before concentrating on what adults do to make learning happen; however, you will have to go back and forth between students and adults to complete your picture.

Looking at How Students Learn

This section is a guide for focusing the assessment or judging the quality and effectiveness of how students learn and for identifying opportunities for improving how students learn.

While developing a picture of what students do, ask yourself what effect such activities seem to have on how students learn. Watch the students at work, talk to them about what they are doing, and check their previous work and available records of their progress.

Areas to Investigate	Facets of Quality and Opportunities for Improvement
Activities the students are engaged in	Does it appear that the activities match what you have learned from observing the student and from talking to him or her and reviewing his or her work? Are students working on the same skill but using different materials or activities in response to their different ways of learning? Are the teaching methods varied according to the needs and strengths of the students? According to their interests and ways of learning? Do students and staff express particular concern for achievement? Do the students understand what they are to do, how to do it, and why? Can students relate what they are doing to what they have done or will do? Have the LES/NES students understood what the activity is about and what they are to do? Do they receive instruction in their primary language in an educationally supportive manner? Are Title I/EDY students involved in compensatory activities designed to meet their needs? Can the teacher or aide explain the purpose of the activities and how they relate to the needs, interests, strengths and learning styles of particular sample students? Can the teacher explain the context of the activities in larger time frames: the last few weeks and the plan for the year?

Areas to Investigate	Facets of Quality and Opportunities for Improvement
Materials students are using	Do they seem to fit into the purpose of the activity? Are the students using them for the purpose intended? Do they appear to match the student's needs, interests, and ways of learning? Does the student seem to be comfortable, confident or uneasy, puzzled with the materials he or she is using? Are there a variety of materials used in teaching the same skill? Are the materials used by the student in your sample appropriate to what you have learned of their needs, interests, and ways of learning? Are materials available in the primary language of LES/NES students? Are the English language materials appropriate to the English language abilities of the LES/NES students? Are English-as-a-second-language (ESL) materials available and appropriate? Are extra materials for Title I/EDY students appropriate to their needs and their base program?
What happens when the student finishes an activity	Ask the students who will look at their work and when. What happens if it is not done correctly? Does the way in which the students find out about their work reinforce their learning and motivate them to go on? How timely is the correction of student work? Is there reteaching when a student's work indicates the need? Does the reteaching include alternative methods and materials?
How activities and materials relate to the curriculum content that students are learning	Will the student learn the curriculum content the teacher intends for him or her to learn by doing the assigned activities and using the assigned materials? Consider the appropriateness of activities and materials to what you know of the student's capabilities--do the activities and materials challenge the student? Are they too easy or are they at a level of difficulty beyond the capabilities of the student?

If, after observing the students at work and talking to them about that work, the evidence you have found suggests that the effect of the instructional program on students is not as beneficial as it should be, then continue your investigation. Look at how students are assessed in order to determine what they know, need to know, and how they learn best. Look at how assessment information is used in determining what the students should do and how he should do it. You will also need to look at what students are learning and the environment in which learning takes place. Use clues you already have to decide which area you should examine next and to what detail. A discussion of what to look for regarding student assessment and learning environment follows.

A Reminder: These discussions are to be used as a resource; they need not be used in sequential order.

Assessment and Use of Information About How Students Are Learning

To determine how students are assessed, what that assessment is, and how it is used to plan instruction, continue your investigation both from the perspective of the student as outlined and from the perspective of what adults do to make learning happen. (You may want to turn to pages 19-21 of Chapter II). Student assessment includes both initial and ongoing assessment; it is what the teacher and other adults working with the student know about the student and ultimately how that knowledge is used to make instruction responsive to the student's needs, strengths, interests, and ways of learning.

Observation Areas	Facets of Quality and Opportunities for Improvement
Kinds of information collected	Is information collected about the academic progress of students in all subject areas, including information on student needs, strengths, educational interests, and ways of learning? Is information collected about personal and social development, including student self-esteem, personal interests, personal responsibility, esteem for others, social responsibility, cultural awareness, and so forth?
How information is collected in academic areas	Is information collected by testing, using norm-referenced and/or criterion-referenced tests; by language proficiency tests in English and the primary language of LES/NES students; by observation; by analysis of student's work; by interacting with the student?

Areas to Investigate	Facets of Quality and Opportunities for Improvement
How information is collected for personal and social development	Is information collected by observation; by anecedotal records; by conferences with parents, aides, and other teachers; by interacting with the students?
The initial assessment	If the initial assessment is made by other than the classroom teacher, how does the assessment information become part of the teacher's working knowledge of the students?
The ongoing assessment	Do teachers, aides, other teaching personnel, and students conduct ongoing assessment? Do the students participate directly in their own assessment?
How information is shared among those adults who work with the students	How do the teacher and aide share information? How is assessment information transmitted between classroom teachers and specialist teachers? What kind of information is shared?

To gather this information:

- Look at records of student progress--day-to-day, week-to-week, whenever a certain skill or concept is mastered or however such records are kept. Look, also, at copies of periodic surveys, observational notes, and directions or notes from teacher to aide, from teachers to students, or between specialist teachers and teacher.

- Consider the timeliness of the assessment information that is collected.

- Talk to the teacher about his or her assessment procedures. Find out to what degree the procedures that you have observed with your sample of students apply to all students in the classroom.

Remember that you may not see direct evidence of assessment of student strengths, interests, learning styles or esteem for self and others. Therefore, when you are observing to see how assessment information is used in making instruction responsive to students, look for indications that these assessments have actually been made; such as the variety of materials used by students to learn the same skill or concept, different methods of teaching the same skill or concept to individual students, notes or directions from the teacher to other adults working with individual students. Equally important to assessing how students are learning is how that information is used. Find out by observing the students and their work and by talking to the teacher and the other adults in the classroom.

Areas to Investigate	Facets of Quality and Opportunities for Improvement
How student assessment was used to establish initial instructional groups	What information was used to establish instructional groups? Student achievement in a particular subject area such as reading? Was other assessment information used, such as personal and/or social needs or strengths?
How continuing assessment information is used for student placement within instructional groups	What continuing assessment information is used? Student progress as indicated by criterion-referenced tests? Student's daily work? Observation and analysis of student needs and strengths? Student interests and ways of learning? How responsive are grouping practices to the student's changing needs?

Areas to Investigate	Facets of Quality and Opportunities for Improvement
How the instruction of students relates to continuing assessment information	How is the student's daily work related to what that student has yet to learn--already knows? How is it related to his or her interests and strengths? How is it related to the ways he or she learns best? Consider the materials being used, the kind of activity the student is engaged in and the instructional method being used. How do the ways in which the teacher and other adults work with the student indicate their knowledge of the student's educational interests and ways of learning? How do the ways in which students and adults work with each other, separately and together, enhance student self-esteem, cultural awareness, esteem for others, and personal and social responsibility of the students?

Remember that in finding answers to these questions, you first observe the students at work and their work; then you talk to the teacher and others working with students in order to complete your picture of student assessment processes.

Looking at What Students Learn

After observing the students at work and talking to them about their work, you have some idea of the effect of instruction on the students. But in order to develop a more complete picture of instruction, look at the curriculum as it exists for the student, its depth and range, and find out how the decisions are made about what the student will learn and how he or she will learn it (what activities, materials, and teaching methods will be used).

Begin by looking at the part of the curriculum the student is working on during your observation in the classroom. Your review of the student's past work in that subject area (reading, science, social studies, including multicultural education, and so forth as described in the school plan) will give you clues as to what skills and/or knowledge of that subject matter area have been covered. Your review of the classroom materials and identified skills and concepts to be learned will give clues as to what will be covered. Try to determine if the subject matter area to be covered is complete--that is, if the planned curriculum provides for the student to learn all the major skills and/or knowledge of that subject (e.g., if the reading program includes comprehension as well as word attack skills). Also, look to see if that area of subject matter is broad enough in scope to be appropriate for all the students in your sample and for all the students in the classroom. For example, does the classroom reading program extend far enough for the talented readers in the class to benefit from instruction? As a reference for assessing the completeness of the curriculum, use the curriculum frameworks available from the State Department of Education, P.O. Box 271, Sacramento, CA 95802.

Although your look at the curriculum will begin with where the students have been working, it is important to develop a sense of the completeness and scope of other subject matter areas of the curriculum that have been included in the school plan. For a more complete picture of the curriculum, talk to the teacher, using your observations of the materials within the classroom and your discussions with the students as a guide to finding out what curriculum the students receive.

Areas to Investigate	Facets of Quality and Opportunities for Improvement
Providing for continuous progress through the completeness, range, and depth of the curriculum	Does the curriculum include all the major areas of skill and knowledge to be learned for the subject matter the students are engaged in? For example, does mathematics include instruction in word problems as well as computation? Is the range of the skills and knowledge to be learned sufficient for the needs of the students? Review the learning framework for each curriculum area under review (the continuum and/or books and other learning materials being used) and consider the needs and abilities of the students in your sample as well as the students in general. Does the curriculum include instruction in the essential skills concepts as well as provide for experiences which bring together the various separate skills and concepts? Are there alternative curriculum activities for students who have difficulty mastering skills and concepts on the first attempt? or for students' varying ways of learning? What are the curriculum opportunities for students with special needs--educationally disadvantaged, LES/NES, gifted?
How the curriculum is defined	Have the skills and concepts to be learned been identified? Is the daily instruction of the students based on teaching these identified skills and concepts? Have standards and expectations for student performance been established? Are they known to the students? Are the standards and expectations appropriate for the students? Are they maintained? Is there an emphasis on achievement?

Areas to Investigate	Facets of Quality and Opportunities for Improvement
How the curriculum is coordinated and articulated among teachers	How is the curriculum articulated between grade levels so as to enable continuous progress for all students? How do the classroom teachers and resource or specialist teachers work together to ensure continuity of learning for students? Consider those students who leave the regular classroom program for special instruction (Title I/EDY, LES/NES, etc.).

Consider also the activities in the curriculum which provide for the development of critical thinking skills and independent judgement. Are there also planned activities for the development of social and personal skills? Are all students included? How are the skills and concepts to be taught in the various curriculum areas integrated? For example, are there activities which are designed to teach multicultural education concepts and develop reading skills at the same time?

By combining your understanding of the scope of curriculum areas provided for in the school plan with the understanding of how the students' day or week is organized, you can develop a picture of how the subject matter areas of the curriculum are combined together in the instruction of students and which areas seem to have been given priority. If it appears that one or two areas have been emphasized more than others, ask the teacher(s) why. Use what you know of student outcomes in the school to match what you know of the instruction the student receives to past student performance.

Learning Environment

To find out how the learning environment affects the students, observe the classroom in operation; then talk to the students. Find out how responsible they feel for their behavior and for the behavior of others; who sets the standards of behavior; what they think about the physical arrangement of the classroom and the school; and how they work together--cooperatively, argumentatively, enthusiastically, antagonistically--and how they work separately. How accepting do students appear to be of skill or talent differences, of physical differences such as size or sex, of cultural differences?

Areas to Investigate	Facets of Quality and Opportunities for Improvement
How the groups at the school (students and adults) interact	How do the adults work together? How supportive of each other are they? What kind of example are adults setting for students in their behavior? How do the students work together? Observe them in the classrooms, in the hallways and other areas of the school plant. Observe them on the playground. How understanding and accepting of each other are the students? Consider students with different languages and/or cultures. How understanding and accepting of the students are the adults?
How the school supports the students	Consider the safety of the students at the school and the attractiveness and cleanliness of the physical plant. How do the adults at the school, including secretarial, janitorial, food services, and other supportive staff interrelate with the students? How do the administrators at the school interrelate with the students?
How responsible the students are for their actions and the actions of others	Do students complete their work assignments and classroom responsibilities on their own? Do they assist each other in getting group assignments completed? How are the standards of behavior determined within the classroom and outside the classroom? Who enforces them? How equitably are they enforced?
How the physical space of the classroom is arranged	How conducive is the physical setting to learning? Consider orderliness, cleanliness, ventilation, accessibility of materials and supplies, use of space, and displays on the walls of the classroom.

Does the classroom environment reinforce the learning goals for students? For example, a goal for multicultural education is to develop in each student understanding of and respect for his or her own and other cultures. Yet, in your observation of the classroom, you see several instances of differential treatment by the adults in the classroom of the students of the different cultural groups. Another goal is to develop each student's self-esteem. Yet, you observe that the work of some students does not appear to be valued by the adults, that some students are belittled by both the adults and the students. In either instance you could conclude that the classroom environment does not promote the achievement of student goals as effectively as it could.

In addition to observing the classroom environment and talking with students, you will need to talk to the teacher to find out how he or she works to promote mutual respect and understanding among all people within the classroom and how she or he works to enhance the personal and social development of each student. By combining your observations of and discussions with students with knowledge of what the teacher has done or is doing in creating the classroom environment, you can form a fairly complete picture of the effect of the environment on the students.

What Adults Do to Make Learning Happen

To complete your picture of the classroom and to verify your hypotheses about how and why it came to be what it is, find out what adults do. To do so, talk with and observe the teacher, aide, and other adult volunteers. When talking with the adults, you should establish two points of view: (1) their perception of how the classroom actually operates; and (2) their perception of the kind of operation the adults are striving toward. Both perceptions are important: a description of how the classroom actually operates is necessary to your assessment of the effects of classroom instruction on students; a description of what the adults are striving toward is important to an overall look at the program and assessment of such aspects of the program as staff development, impact of planning and evaluation, etc.

Areas to Investigate	Facets of Quality and Opportunities for Improvement
How the adults organize the classroom over time and why it is so organized (i.e., not just for the period of the review, but how it is typically organized over a span of weeks)	How does the teacher decide with whom the student will work (teacher, aide, volunteer, peers)? Consider how decisions are made about who works with educationally disadvantaged, LES/NES, talented and gifted, and students with exceptional needs.

Areas to Investigate	Facets of Quality and Opportunities for Improvement
How groups are established	Are decisions based on tasks and concepts or skills to be taught? On personal, social, academic needs and strengths, and language abilities of the students? On the capabilities of the adult(s) who will work with the students? How flexible is the grouping? How are LES/NES, Title I/EDY, gifted students, etc., grouped for instruction? How is current assessment information used in their grouping? Do students have the opportunity to work with many other students or just those at their skill level?
How the classroom schedule is determined	Are decisions based on the task, skill, or concept to be taught? On personal, social, academic needs and strengths, and language abilities of the students? Does the schedule provide adequate time for lessons (complete introduction and sufficient exploration/practice in order to maximize retention)? Does the schedule provide adequate time for completion of the assigned task? What curriculum priorities does the schedule reflect? Is there adequate time for other areas; e.g., fine arts, social studies, science, etc., as well as basic skills? Is time allowed for personal and social development activities? Is time allowed for English-as-a-second-language and/or primary language instruction? How does the teacher make decisions about how/what activities should be extended outside the classroom?

Areas to Investigate	Facets of Quality and Opportunities for Improvement
Use of adult time	How does the teacher use his or her time? In direct instruction with students, in planned lessons, in response to student requests for help, in planning for instruction, in directing the students, in directing other adults, aides, volunteers? How do the aides use their time? In working with students individually and in groups, in preparing materials, in recordkeeping? Does the aide plan with the teacher? How does the teacher ensure that the time students are engaged in learning activities is sufficient to learn what is to be learned? Do specific groups, such as LES/NES, Title I/EDY, gifted, tend to receive most attention from either the teacher or the aide? How are teachers involved in playground, lunch period, extracurricular student activities, and so forth? Who decides?
How student learning activities are directed	How does the teacher decide what student activities will be assigned? How are decisions made about what materials students will use? Who makes them? Are the decisions based on knowledge of what the student has learned and needs to learn next of the identified skills and concepts? For LES/NES students, are decisions also based on consultations with the student and his or her parent or guardian? If homework is assigned, is it for all students or some students? How is information about homework fed back to students? Is it timely?

By combining what you have learned in answer to these questions with what you have learned about <u>how</u> and <u>what</u> students are learning, you will have a fairly complete understanding of the effect of instruction on the students in your sample, on the students within each classroom, and on the students in all participating classrooms. You will also have a fairly complete understanding of what adults have done or are doing and will have identified areas of strength and key areas to build on.

Assessing the Effect of the School Program, Including Excess Cost Services for Title I/EDY Students

In assessing the effect of excess cost services for students identified as Title I and/or EDY participants, you are looking specifically at those services supported by Title I and/or EDY funds. The services may be provided by people employed to provide extra services (e.g., instructional aide, resource teacher, nurse's aide, community aide), or materials and equipment purchased to provide alternative learning opportunities for the identified students, or both. Review the budget page of your school plan to determine the areas of the program in which funds are being expended; then look for excess cost services in those areas. Remember that the purpose of excess cost services is to supplement the regular program in order to compensate for the participants' low achievement levels and to accelerate their progress.

Areas to Investigate	Facets of Quality and Opportunities for Improvement
Provision of excess cost services within the classroom	How are supplementary services provided in the classroom--by the teacher, by the aide? How does the aide work with the students--reinforcing lessons, correcting papers, testing, helping individual students, preparing materials, etc.? How do the teacher and aide plan together? What materials are being used? Do they provide alternative learning opportunities for the students? Are they appropriate to the needs of the students and to that which is to be learned? What expectations do the teacher and the aide have for the students' achievement?
Provision of excess cost services out of the classroom	When services for Title I/EDY students are provided out of the classroom in a reading laboratory or a resource center, for example, who determines what those services will be, when they will be provided, and for what period of time? How does the classroom teacher know what the specialist teacher is providing? How do the classroom teacher and the specialist teacher work together to provide continuous progress for the students? Do the classroom teacher and the specialist teacher believe that the students are making extra progress because of the extra services?

Areas to Investigate	Facets of Quality and Opportunities for Improvement
Provision of support services	What effects have the planned staff development activities had in preparing Title I/EDY staff to meet the special needs of the identified students? How have parent education activities and parent involvement in the classroom and school program increased parents' understanding and support of their children's program? Talk to the parents as well as staff members such as the community aide, the parent volunteer coordinator, the school advisory committee. How have health and guidance services been used to meet the special needs of the Title I/EDY students? What effect have they had? How have the Title I/EDY resources of the district been used in supporting the school program? What effect have they had in clarifying for staff the purpose of Title I/EDY services and in assisting and guiding the school staff in planning, implementing, and evaluating excess cost services for identified students?

Assessing the Effect of the Bilingual Program (AB 1329) on Students

If your school receives funding for bilingual education (AB 1329 or AB 2284) or if your school has ten or more LES/NES students with the same primary language in any grade level (K-6) and receives Title I and/or EDY funding, use this part to assess the effect of the bilingual program on students. The procedures to follow in assessing the services in the bilingual program are identical to the procedures outlined above for all students receiving instruction: observe the students at work; find out how their day is organized; find out what they are working on, what materials are being used, and what is available. Talk to the students about what they are doing. Talk to the teacher and aide about how they work with the students; how they know what students know and need to learn in both languages of the bilingual program; how instruction is provided in both languages and in what areas of the curriculum.

Areas to Investigate	Facets of Quality and Opportunities for Improvement
How students are learning	What facility are students developing in both languages? What skills are students developing in the basic skills areas and in multicultural education? (Review records of student progress. Ask the student, the teacher, and the aide.) How are the written criteria for reading in English being applied? How sufficient and how varied are the materials available in the students' primary language? Are they available in the basic skill areas and in multicultural education?
How students are instructed	How complete has been the assessment of each student's language and learning needs (in both languages)? How is the assessment kept current with each student's growth? How is time allocated for instruction of reading in the primary language and for English-as-a-second-language (ESL) instruction? What variety of teaching methods is used in ESL instruction? How are the cultural resources of the parent community used in multicultural education?

Observation Areas	Facets of Quality and Opportunities for Improvement
How the bilingual skills of the teacher and/or aide are utilized and developed	How are the bilingual skills of the teacher and/or aide used in the instruction of students? What effect have the planned staff development activities had in increasing the bilingual education skills of the teacher and the aide? Have the staff development activities been based on the individual needs of the teachers and aides as well as on the needs of the students? Has the primary language of the students been used in staff development activities? Ask the teachers and the aides. Ask, also, the person responsible for bilingual education staff development. How effective does each of them believe the staff development activities have been?

THE EFFECT OF SUPPORT ON INSTRUCTION

This section is designed to assist you in assessing the effect of support activities on the instructional program of the students. In finding out how support activities affect instruction, you will be looking at four areas of support: staff development, parent education and involvement, health and guidance, and district-level support.

The information you need to make the assessment comes from your understanding of what has been planned in each of these areas, from what you have observed in the classrooms and the school, and from talking with the teachers, aides, parents and volunteers, the support staff, the principal and other administrators, and district office personnel.

The school plan, along with applicable sections of the district master plan, tells you what is intended to happen; as you talk with the various people at the school, you will learn what is happening, who is involved, what they are doing, how well they think it is working, and so forth. Thus, you will develop a picture of the kinds of support activities that are taking place. But, to assess how these activities are affecting instruction, you will need to combine your knowledge of what is intended to happen with what you have observed in the classroom and the school. For example, from reading the plan and from talking with parent volunteers, you know that inservice training sessions on techniques for developing self-esteem have been conducted for the parent volunteers. In your observations in the classrooms, you notice repeated instances of parent volunteers giving positive reinforcement as they work with the students. Your conclusion would be that this staff development activity was effective. However, if at the same time you observe that the parents are not adequately prepared to carry out the academic activity the teachers have assigned them, you would conclude that the staff development activities for parents are incomplete and thus not as effective as they should be.

It is critical to remember that you are assessing the <u>effect</u> of support activities on instruction; you are not assessing parent involvement, for example, as an isolated element of the school program. Nor are you assessing district-level support as something apart from what is happening

in the instruction of students. District support activities may appear to be of high quality, but if they are not appropriate to the school program in type, or timing, or in quantity, they are not effectively supporting the instruction of students.

Staff Development

Before beginning to assess the effects of staff development on instruction, it will be helpful to find out what kinds of staff development have been offered and for whom. Review the school plan, identifying staff development assessed needs and planned activities. Talk to the principal, the program coordinator, or whoever is responsible for staff development to find out what is offered, who has participated, how it has been presented and by whom, what the intent was, and so forth. Verify and add to this information by observing the adults at work with the students and by talking to them about their staff development activities.

Note: All adults who work with students should participate in staff development activities--parent and other volunteers, instructional aides, classroom teachers, specialist teachers, and other resource personnel, principal and other administrators.

What kind of match do you see between the needs of the students and the program as expressed in the school plan and the staff development activities that are being presented? Compare what is stated in the plan with what is being offered. What kind of match do you see between the needs of the students and the program being implemented and the staff development activities being presented?

Use your classroom observation information to make this comparison. Have the parents and other volunteers seemed well prepared to work with students--does this seem to be the way it is throughout the classrooms you observed? Were the instructional aides you observed well prepared in knowledge of the lesson and understanding of how to reinforce or expand the learning involved in the lesson?

Have you observed that the certificated staff are well prepared to work within the cultural differences of their students? Are they well prepared to meet the needs of LES/NES students, of gifted students, of the educationally handicapped students in their classrooms, of educationally disadvantaged students? Are they well prepared to guide the personal and social development of each student as well as to instruct in the curriculum areas that they are teaching? In making the comparison between what you have observed and the needs expressed in the plan, you will be getting clues as to the extent to which the staff development as implemented meets the needs of the students and the staff. Confirm these clues by talking to the staff.

If your observation of the adults at work with the students in each classroom leads you to conclude that the staff does not seem to be sufficiently well prepared to meet the needs of the students and the objectives of the plan, find out why.

Areas to Investigate	Facets of Quality and Opportunities for Improvement
How it was decided to have the kind of staff development that is being offered	How were the teachers and other certificated staff involved in deciding what would be offered and how it would be presented? How were the skills and knowledge of the staff used in staff development sessions? How were the aides and parent/other volunteers involved in designing their staff development? What role did the principal play in deciding what would be offered? Talk to each group about how its members were involved.
How effective the adults think their staff development has been	Do the adults think their needs are being met through the planned activities? How frequently are staff development activities presented? Who presents staff development activities? What opportunities does the staff have to try out newly learned techniques, materials, and/or strategies in the classroom and to get feedback on their use? What opportunities are there for staff to talk together about what they are trying to do and how it is working? What opportunities does the staff have to adapt the new techniques, materials, and strategies to their students and their method of teaching? What changes have staff made in working with students as a result of the staff development activities? How have the activities helped the adults understand the program improvement efforts and the roles and responsibilities of each adult as well as others in carrying out the plan?
How the staff development activities are evaluated	How do the various members of the staff evaluate the effect of their training? How are administrative personnel involved in assessing the effect of staff development activities? How are staff development assessments used? Are they used in modifying staff development activities? How are administrative personnel involved in staff development at the school site? Talk to staff, talk to the principal, review staff evaluation forms.

Talk to the support staff (librarian, nurse, speech and language specialist, psychologist/counselor, etc.) to determine their understanding of what is to be accomplished and their role in accomplishing it; how helpful have staff development activities been?

Find out from talking to SSC members how they have been prepared to fulfill their responsibilities and how effective they believe that preparation has been.

Areas to Investigate	Facets of Quality and Opportunities for Improvement
Resources used in staff development	How have staff from the district been involved? Consider what has been stated in the school plan as well as in the district master plan (for School Improvement schools). Are there external resources which the school might have used--such as teacher centers, professional development centers, county office resources? How effectively does the staff believe they have used the resources? Are there other available resources that have not been used?

Parent Education and Involvement

In assessing how parent education and involvement affect the instructional program, you need to find out how the staff at the school keeps parents informed about the program and the day-to-day activities of the students, how parents are directly involved in their children's educational experiences, and what parent education activities are included in the school program.

Areas to Investigate	Facets of Quality and Opportunities for Improvement
How the school staff keeps parents informed about the school program	Consider such traditional school activities as Back to School Night and Open House. Consider bulletins and newsletters from the principal, the SSC or SAC, and the PTA. Consider, also, activities such as neighborhood meetings, telephone trees, use of other community communication systems, and so forth. How complete a picture of the school program do these means of communication provide the parents? How understandable are communications to the parents of LES/NES students? Consider the use of lay language (vs. educational jargon) as well as the language of limited- and non-English-speaking parents.

Areas to Investigate	Facets of Quality and Opportunities for Improvement
How the teaching staff keep the parents informed about the day-to-day activities their children are involved in	How does the staff report student progress to the parents? By report card only? By parent conferences? Do teachers confer with all parents? With most parents? Do the teachers send class newsletters home at regular intervals? Or letters explaining what the students are doing or will do? Do they talk regularly with the parents? Do the teachers send the student's completed work home? How often? If the teachers give homework assignments, do they expect the parents to see that the work is completed? Do they expect the parents to know the purpose of the homework and/or be able to help the student with his or her assignment? How well informed do the parents feel about the school program and the day-to-day activities that their children are involved in? Ask the parents.
How parents are involved at the school	What kinds of methods are used to involve parents? By whom? Are they effective? Talk to the parents, the parent coordinator (if there is one), and the principal or program coordinator. Are parents involved in the classrooms as tutors or instructional assistants? As resource people? Are they involved in preparing materials, in serving the school as library aides, in the resource center, on the playground, etc.? Are they involved in assessing student health needs; in recruiting other parents; in SSC, SAC, PTA, or other committee work; in after-school activities with students; or in special interest activities? How have they been prepared to do what they are doing? How have they been prepared to understand what is intended in the planned program for their children?

Areas to Investigate	Facets of Quality and Opportunities for Improvement
How the talents and interests of the parents have been used in the classroom and school program	Have the parents had an opportunity to identify to the staff and others their talents and interests? Have their talents and interests been used? For example, in providing enrichment activities in a planned instructional activity, in writing a newsletter for parents, in providing parent education sessions for other parents?
What parent education activities are included in the school program	What interests and needs have the parents expressed? What has the school provided? Have the parents helped plan parent education sessions? How effective do the parents believe these sessions have been? How many parents have participated? Have sessions in child growth and development been offered?

Be aware that parent education is a broad category that includes informing parents about their children's program and the school program, preparing parents to assist in the school program, and providing opportunities for parents to explore their interests in child growth and development, parental guidance, and so forth.

It is important to remember that the majority of parents probably cannot be actively involved in the classroom program. With the percentage of working mothers increasing annually and with the difficulty many mothers and schools have in affording and providing babysitting services, the number of parents involved at the school during the day may be limited. If the number involved seems lower than might be expected, determine the number of nonworking mothers, find out if the parents are in fact welcome at the school and that the methods for expressing that welcome effectively communicate to the parents. Regardless of the number of parents actively involved, the school has the responsibility for keeping <u>all</u> parents informed about the school program and what their children's day-to-day activities are.

Health and Guidance

In assessing the effect of health and guidance activities on the instruction of the students, you will be finding out how students' emotional, mental, and physical health needs are assessed, how the assessment information is used in instruction, what kinds of follow-up procedures are being used, and how the classroom curriculum, organization, and environment have been accommodated to the health needs of the students.

In finding out how the emotional, mental, and physical health needs of the students are reflected in the delivery of instruction, use the information you collected while observing in the classroom and other areas of the school. Be sure to include what you have observed of the classroom curriculum as well as classroom organization and environment. Combine that information with what you know from needs expressed in the plan and other information provided you by the staff at the school. If all appears to be working well for the students, verify your information by talking to selected students and adults. If it appears that the emotional, mental, and physical health needs of all students are not being met, you will need to find out what is not working.

Areas to Investigate	Facets of Quality and Opportunities for Improvement
How health needs are assessed	How are emotional, mental, and physical health needs of students identified? Who does the assessment--the health specialist, the classroom teacher, both? How timely are the assessment procedures? Do the assessment procedures do more than the minimum required by law? If so, are they for all students or selected students? Is the extension in response to needs expressed in the school plan?
How assessment information is used by the classroom teacher?	How does the specialist inform the teacher about his or her students' health needs? How does the specialist keep the teacher current with changing health needs? How does he or she work with the teacher to ensure that the learning environment supports the needs of the students? What has the teacher done to accommodate the health needs of the students? What kinds of health education are included in the students' curriculum? What relationship exists between the kinds of health education provided and the needs of students, as identified in the plan and the health assessment of students?

Areas to Investigate	Facets of Quality and Opportunities for Improvement
Follow-up procedures that are used	How are parents informed of their child's health needs? Is a language they understand used in these communications? Are parents made aware of resources available in the community, such as diagnostic or counseling centers? Are such resources used to remediate student health problems? What follow-up procedures are used at the school? Does the nurse re-check students with identified health needs? Does the counselor work with identified students on an ongoing basis--in the classroom? or in group or individual sessions? Do the specialists confer together about individual students? Is the classroom teacher included in these conferences? Is the principal? Are the parents?

Talk to the school nurse, the language, speech, and hearing specialist, the counselor or psychologist as necessary to develop a more complete picture of the health needs at the school and how the specialists work to meet those needs. Talk to the classroom teachers and the principal and/or other administrators to learn more about how effective these support services are.

District Support

In order to assess district support of the school's improvement efforts, you must examine two areas: how the district supports instruction directly, e.g., allocation of resource specialists, development of proficiency standards, curriculum development activities, etc.; and how the district supports instruction indirectly, e.g., assistance with staff development, training for school site council or school advisory committee members, etc.

Much of your fact finding regarding district support will be covered during your assessment of "what adults do to make learning happen," "what students learn," areas of instructional support (staff development, parent involvement and education, health, and guidance), and planning and evaluation. Remember, as you gather such information, keep in mind that you will also need to determine what impact district support has had or should have had. Look for policies and procedures that the district has established to provide guidance to its schools and what action the district has taken in carrying out such policies and procedures and how it intends to assist its schools. Also, relate what you have learned of district support to what has been stated in the school plan.

Note that many of the policies and procedures which the district uses to guide schools in school improvement efforts are contained in Part I of the district master plan for school improvement. Be aware, however, that these are not the only policies or the only means by which the district provides leadership and direction to its schools; be alert to other means of communication--other policies and procedures set by the school board, administrative procedures, and the historical "everyone knows that..." traditions, etc. Your job is to find out what impact such leadership efforts have had. This line of questioning is particularly relevant, for example, to your analysis of why adults do what they do to make learning happen.

Areas to Investigate	Facets of Quality and Opportunities for Improvement
Communication of district direction to the school	How well understood is the direction established by the district for school improvement, for bilingual education, compensatory education, etc.? Do staff and parents know how to carry out these directions? Does there seem to be understanding of how previous directions fit with newly adopted directions of the district master plan and others related to school improvement which are being communicated to the school? Are efforts to improve the school program seen as separate from the regular school program? Consider, also, Title I/EDY, gifted, bilingual, and programs for students with special needs.
District support strategies and activities	What activities or support strategies were carried out as planned? What other activities or support strategies did the district carry out? How did the district support planning and evaluation activities, the instructional activities, the support activities? Were the strategies appropriate and timely to the school's needs, priorities, and objectives? How effective were these strategies in assisting the school in its job of improving instruction for students? Consider the services and/or strategies described in the school plan and/or Part II of the district master plan.

Talk with instructional and support staff, parents, the principal, and district staff to find out what the district did to support the school. To find out how effective such actions were, use your own observations of the instruction as well as information from your conversations with school and district staff. Remember that you are assessing the effect of the district's support on the instructional program and on the school's capacity to conduct its improvement efforts, not the quality of the services, resources, or district master plan as a document.

ASSESSING THE EFFECTIVENESS OF THE SCHOOL SITE COUNCIL AND/OR SCHOOL ADVISORY COMMITTEE(S)

In assessing the effectiveness of the council/committee in planning, implementing, and evaluating the school program, you will use what you already have learned about the planning and evaluation processes at the school--who was/is involved, how these processes were/are being conducted, who was/is responsible, and so forth. Combine what you learn about the council/committee with that information.

Review the agendas, attendance records, and minutes of council/committee meetings: talk with the principal about the role and functioning of the council/committee; talk to the other parents and staff at the school about what the council/committee does; talk to the members themselves. In reviewing records and talking with the various people, you will find out how the members were selected, how they were/are being prepared to fulfill their responsibilities, how they have been involved in developing the plan and in ongoing planning and plan modification, and how the committee functions.

Areas to Investigate	Facets of Quality and Opportunities for Improvement
How members are selected	How were members selected? How are membership vacancies filled?
	How representative of the parents in the community are the parent members? How representative of the staff are the staff members?
	Did the selection procedures provide an opportunity for all interested parents and staff members to become members of the council/committee?
How members are prepared	Did the members receive inservice training on the purpose of the council/committee and what their responsibilities are, such as how to plan?
	Did they receive inservice training on the regulations governing each program funded at the school through the Consolidated Application (A-127)?
	Did they receive other inservice training, such as how to function as a group (group processes), how to resolve conflicts, how to solve problems?
	How are the members kept informed about what is happening in the school program and how well it is working?

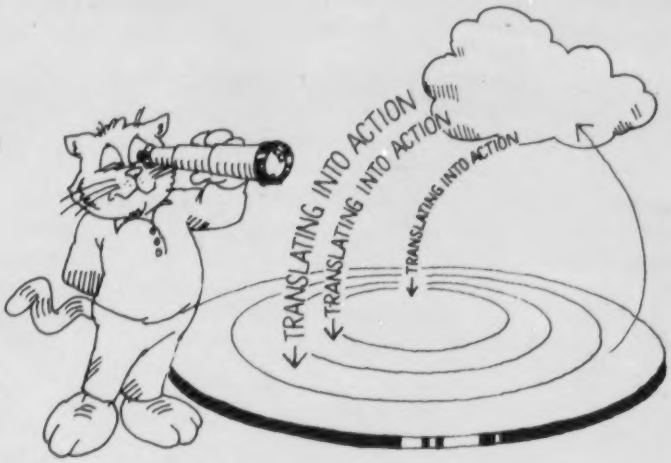
Areas to Investigate	Facets of Quality and Opportunities for Improvement
How the council/ committee has been involved in planning	How were the members involved in developing the plan, in determining student outcomes, in assessing needs and setting objectives, in determining basic approaches or strategies, in designing evaluation procedures? How are members involved in ongoing planning, in monitoring the program, in making decisions about what should be modified and how? How do the members involve others in the planning process? How representative of the school community have the others involved been?
How the council/ committee functions	Are regular meetings held? How well attended are they? How representative of the school community are those that regularly attend the meetings? What kinds of supportive services are provided the council/committee, such as, translation services for LES/NES parents, scheduling and notice of meeting times, provision of baby-sitting services, communications about the meetings? How are meetings conducted? Who sets the agendas? Do the agendas reflect the concerns and interests of the school community? Do the by-laws and operational procedures facilitate conducting the business of the council/committee? How does the council/committee keep members of the school community (parents and staff) informed about the school program and their role in it? How do parents and staff members inform the council/committee of their concerns or desires for the school program? How satisfactory to parents and staff members and to the council/committee are the methods of communication? How are council/committee members kept informed about the day-to-day operations of the program? How effective do council/committee members believe they have been in fulfilling their responsibilities? How effective do the parents and staff members believe the council/committee has been?

In finding answers to these questions, you will develop an understanding of how effective the council/committee has been and what opportunities for improvement exist.

TRANSLATING THE PLANNED PROGRAM INTO ACTION

Between plans and doing what has been planned are the crucial activities which translate the ideas into action. These activities are an extension of planning and function as a bridge to an effectively implemented program. Participation in the conduct of these activities involves almost everyone at the school in some way. These translation activities include communication and collaboration among staff, mutual support, the assignment of people with varying talents and skills to the various tasks which have been planned, the reallocation of these people's time, the design and implementation of support systems such as scheduling, space allotment, the procurement of needed supplies and instructional materials, staffing, inservice training specific to the new responsibilities, the definition and operation of new role relationships, clarification of who is responsible for what, the coordination and sequencing of the various activities, the monitoring and evaluation, quality control, identification and solution of problems as they come up, ongoing program modification through ongoing planning, and so forth. Assessing how people at a school translate the planned program into action focuses on these activities. Although you will have to make summative judgments about how well the planned program is translating into action, the most important purpose for focusing on these activities is to identify opportunities for improvement.

When you complete your assessment of this area, you should be able to use these findings to help organize and tie together your findings from all the other areas, such as planning and instruction.



The basic assessment strategy is to look at translation activities from two perspectives:

1. Starting with the planned program, which is dependent on informal or unwritten agreements as well as upon the school plan, find out what steps were taken to make various aspects of the planned program happen.

2. Starting from your understanding of what instruction is at the school and what the basic support activities are, find out where the instruction came from (i.e., how come they do it the way they do it).

Starting with Their Planned Program

Conduct this assessment after you are well enough into assessing "Planning and Evaluation" to have a good picture of the planned program.

Begin by finding out what people understand about their planned program. Through interviews with each staff and in observation of their activities, find out their understanding of:

- The intent of the plans, both what they think the intended program is and what specific impact it is intended to have on staff and student behavior

- Their individual role in carrying out the planned program, including an understanding of what specific activities they are supposed to carry out and how these activities fit into the planned program

- How, when, and who they are supposed to work with in carrying out the planned program

- Role relationships for carrying out the planned program, especially where the individual being interviewed fits in these relationships

- When their activities are supposed to be done, including how their activities sequence with other activities

- Where to go for help and needed resources

- How program decisions are made

- Who to talk to about various kinds of problems

- How ongoing planning is employed to refine and modify the program

- What to do if something goes wrong

- What to do if they have a better idea

- How to do what they have to do to carry out the plan

Finding out how well people understand what they have to do in relation to the plan will tell you much about the effectiveness of translation activities, but you also need to know how they achieved (or failed to achieve) their level of understanding. Some schools might use formal in-service programs to communicate and instruct staff on many of the facets listed above. Other schools might use regular administrative communication channels. There is no one best way or combination of ways. Each school must find a way appropriate to its style, strengths, and weaknesses. Part of your job in assessing translation activities is to identify translation strengths and weaknesses and, in a way which accommodates school style, point to specific opportunities for improvement. For example, you will discover various communication networks at the school, both formal and informal. Point out ways for them to use these existing networks to achieve a higher level of understanding of the facets listed above. You might judge it appropriate to suggest refinements in some of

the existing networks and communication procedures. In a school where communication is minimal and you cannot find a strength to build upon, you might indicate the severity of the problem to people in a position to do something about it and suggest where they might get some help. You might also include a variety of specific procedural recommendations in your report.

In some schools, the internal politics may be damaging to the translation of improvement plans into action. Analyze your picture of how they planned to see if their process of planning contributed to a bad political situation. For example, was the decision-making process hidden so that people felt alienated from the plan? If you determine that there is an opportunity to improve the way they plan, note it as such in your report, but, beyond this type of suggestion, do not try to solve their political problems. In your summative judgments of the quality of translation, you will already be taking into account the effects of their internal politics. In your opportunities for improvement report, you should address the problem of how to eliminate the damage rather than how to eliminate the politics. For example, if there are feuding factions, do not bother to suggest they stop feuding, but rather suggest ways to achieve an understanding of the planned program and ways of working together as a team to put the plan into action in spite of disagreements and conflict. You might suggest that they start by at least communicating about how to carry out specific activities while they develop ways of tackling the larger systemic problems. In your role as an assessor of the program, set an example of how to focus on the educational effects of the activities you observe.

Sometimes people at a school will simply omit an important translation activity. For example, they might omit reallocation of staff time. If this happened, staff would not know what to stop doing in order to have time to start doing new things. Teachers might have an hour and a half of new activities a day to carry out the plan. Where are they supposed to get this hour and a half? Their day was full before the new activities were added to their responsibilities. If people omit the step of reallocating time, all activities might have the quality squeezed out of them. If time is not reallocated to coordinating and working together, it might not happen at all or the time might be ripped randomly out of everyone's schedule--sometimes disrupting critical instructional activities. When you are preparing your "opportunities for improvement" report, make sure you identify any facet of translation into action which you determine has been omitted. It would be even better if you could find some instance, however small, of where the facet (reallocation of staff time, for example) was not omitted and use this instance to illustrate how the people of the school can do it more widely.

Sometimes people at a school will do the translation activities but do them poorly. For example, staff will be clearly assigned to necessary activities, but the particular people assigned did not have the adequate know-how for the activity to which they were assigned.

This can happen quite easily in any major effort to do things differently than before. In this example, some opportunities for improvement which you could identify might include reassignment of staff based on an assessment of their skills, know-how and interest, or inservice activities designed specifically to provide the needed know-how, or organizational changes (such as scheduling, room assignments, work load distribution) which would facilitate mutual support among staff with different strengths and weaknesses, or modifying the plan to achieve the desired results with activities more realistically related to staff talents and know-how.

Starting from Instruction

The intent of this part of the assessment of translating the planning into action is to find out why people at the school do what they do the way they do it. The information you will need will come primarily from school staff as they explain why instruction is the way it is. As you form your picture of what instruction is like through the methods in Chapter II, ask staff where specific activities came from. For example, if "sustained silent reading" is part of the reading program, ask the teacher why he or she is doing it? Was it part of the school plan? How did he or she know to do it? Does he or she think it works? What previous activities were replaced by the time now devoted to sustained silent reading? Is there any monitoring of the activity? And so on.

Many instructional activities which you have identified as important parts of the program can be traced back to support activities. Sometimes there will be staff development related to the way the activity is conducted. Other times useful hints will be shared among teachers in the teachers' room. Sometimes you will notice teachers floundering with a new program or performing the mechanics without impact. In these cases you may determine there is a lack of support or poorly executed support.

Sometimes instruction of high or low effectiveness will be traced back to school traditions, or a previous principal, or a teacher with good leadership, or a project from the past. Check to see if high quality instruction which comes from past history of school is recognized and preserved, rather than being blindly replaced by untried newfangled ideas (improvement does not mean change for change's sake).

By working back from instruction to see from whence it came, you will pick up some threads from when you worked down from plans toward instruction. Approaching the assessment of the translating of plans into action from both perspectives should give you a sense of how things get done at the school--and how things fail to get done. This sense--if accurate--can be the basis for extremely useful suggestions for improvement, especially in discussing the implications of identified opportunities for improvement. As you work with the work sheets for synthesizing findings at the end of the review, you may find that your assessment of translation activities is the key to understanding where to go next at your school.

This phase of the assessment may also bring you closer to personal issues than any other. The handling of discussions of these findings and their implications is therefore very important. Emphasize a problem solving approach and avoid excuse making, fault finding, and other defensive behaviors. The discussions should be conducted in the spirit of making the future better while conserving aspects of high quality in the present program. Remember, this assessment is for reviewing the school as a whole, not for evaluating personnel.

CHAPTER III

PREPARING THE ASSESSMENT REPORT

This chapter is addressed specifically to those who are responsible for using the review forms for an assessment report to the school councils, committees, staff, and community as a whole--whether as part of an assessment of school needs and capacities, as part of evaluation and monitoring for ongoing planning, or in preparation for an external program review. The reporting form, including explanations of intent and directions for use, will be described in this chapter. Certain assessment difficulties are identified and instructions for coping with these difficulties are given.

Overview of the Report

The report form is organized according to the model of the school program described in Chapter I. There is a section of the instrument for each layer of activity in the school program:

- Student Outcome Information
- Instruction
- Support
- Translating the Planned Program into Action
- Planning and Evaluation

Within each of these sections, there are two types of review findings: (1) assessing effectiveness; and (2) opportunities for improvement. These two types of findings represent the two distinct perspectives from which the school program is viewed. The assessment of quality is based on criteria which are intended to describe the impact of activities on the client (e.g., the impact on students of instructional activities and the impact on instruction of support activities). The opportunities for improvement are based on phrases which describe what the adults who provide services are doing (or might do) to achieve beneficial impact on the client. The intent of assessing effectiveness is to give the school a status report on the effectiveness of the current program. The intent of the opportunities for improvement is to move from current status toward improvement by suggesting areas on which the school might next focus in its formal and informal planning.

At the end of the report form is a work sheet for synthesizing the review findings. This work sheet is intended for use during formal and informal ongoing planning activities as an aid to understanding the implications for action of the review findings. It is partly diagnostic and partly suggestive of what to do next.

The entire form was designed to report the findings of the assessment process conducted according to the instructions given in this handbook, especially those in Chapter II. Use of the form out of the context of an assessment such as that described in Chapter II will greatly increase the likelihood of error and misunderstanding. But this handbook only goes part way in describing how to conduct an assessment of your school program. Many schools and districts already have gone further in the development of various aspects of the assessment process, especially in such areas as measuring student outcomes, observation techniques, unobtrusive indicators, attitude scales, observation and follow-up techniques for staff development and other translation activities, and the myriad other sources of good detailed assessment data. Schools and districts may be far beyond the "how to do it" details of this handbook. Nonetheless, this handbook should be useful for gathering these already existing assessment activities and results together for an overall review. In any case, the external program review visit mandated by state legislation will be based on this handbook and upon evidence and explanations supplied to the visiting reviewers by school staff. For this reason, it may be advisable to prepare staff, council, and committee members and others by conducting a formal self-assessment which incorporates the processes and instrument described here into the already existing ongoing planning and evaluation process at your school.

Assessing Quality of Effects

Each assessment of quality is referenced to a seven-point scale from high effectiveness to low effectiveness. This scale is anchored by three descriptions of what the school program looks like from each particular assessment perspective. There is a "high" description, a "middle" description, and a "low" description. The reviewer's job is to decide which description best fits the aspect of the program being judged. The intermediate points are for use when the program is judged a bit less or more than these anchor descriptions. The descriptions by themselves are not a sufficient basis for making your judgment. The scales are designed for use with the assessment procedures explained in Chapter II. These procedures are designed to ensure that you will have adequate and accurate information upon which to base your judgments.

A given section of the report may have one or more scales, each for judging a different assessment perspective. For example, the effects of instruction are judged from three assessment perspectives--"what the student learns," "how the student learns," and "environment."

What to do when a school fits a mixture of descriptions. The criteria of top, middle, and low quality for what the student learns and how the student learns are written in terms of an individual student. In the school being reviewed, there will probably be some students whose instruction fits one description and other students whose instruction fits a different description. To determine how to judge the quality and effectiveness of a school which is best described with a mixture of the criteria descriptions, use the following rules:

- Virtually all students should be receiving instruction of high (or low) quality to judge the school high (or low) quality.

- If most are receiving high (or low) quality and a few are receiving less (or more), move your rating down (or up) one level.

- If there are more students receiving high quality instruction than there are receiving middle or low instruction, but there are some receiving middle and a few lower than middle, use the level above middle.

- Be especially alert to how the program meets the needs of students with special needs such as gifted, disadvantaged, and/or LES/NES.

- Use the middle quality for an even mixture of high and low with middle.

Curricular divisions. The assessment of how and what a student is learning applies differently to each curricular division of the program. Spaces are provided on the instrument for specifying each division being assessed for these two scales. For example, if a school, in its plan, has divided its program into reading, social studies, and math and science, then you would assess these separately. Although the criteria descriptions are written at a general level to apply to any curricular area, there should be an adaptation of the criteria to the unique characteristics of each subject matter. For example, achievement standards and expectations may look quite different in the fine arts than they do in mathematics, and activities appropriate to ways of learning and needs may be differentiated quite differently in music than in reading. A school may organize students in many ways to achieve similar results. The reviewer should try to adapt the criteria to the school's organization, whatever it may be. Nonetheless, no part of the criteria description should be omitted in the review.

Responsibility for evidence and explanation. Because the accessibility and quality of evidence at a school will vary considerably, the issue of who is responsible for providing evidence and explanation is crucial. It is important that the reviewer (whether internal or external) and the school staff understand their respective responsibilities in establishing "proof." As used here, "proof" does not mean scientific or legal proof, but rather "reasonable conclusion"

based on the best available evidence. The rules for establishing who is responsible for evidence and explanation are given below. Understanding these responsibilities is especially important in preparing for an external review.

Generally, as the assessment goes from middle quality to top quality for any particular perspective, the burden of responsibility shifts toward the school staff. As the judgment goes from middle to bottom, the burden shifts to the reviewer. In making a judgment, use the following rules to ensure that the burden of responsibility is located correctly and consistently:

1. Start from the middle, and, based on your assessment, move the judgment up or down. As the judgment goes up, the school staff takes on added responsibility for demonstrating how the assessment perspective being judged fits the high description. As the judgment goes down, the reviewer takes added responsibility for demonstrating how the assessment perspective being judged fits the bottom description.

2. Lack of evidence of effectiveness is quite different from evidence of a lack of effectiveness. The failure to find evidence is a failure of the assessment process (for which the reviewer and the school share the responsibility). On the other hand, evidence of low effectiveness is evidence of a low quality program.

   - If, for any perspective, there is a failure to find evidence, the reviewer should give the benefit of the doubt toward "middle" quality. The reviewer is responsible, however, for modifying the "doubtful middle" up or down according to his or her best judgment. If you wind up with this "doubtful middle," alert the school audience that this is what it means.

   - If there is evidence of low effectiveness, then the judgment should be low or next to low, as is appropriate in the reviewer's judgment.

3. For deciding that a school fits above the "middle" criterion, the reviewer needs to understand what is happening in the aspect of the program being assessed. The school staff has a responsibility to provide information, to direct the reviewer's attention to examples, and to explain how the program works for all the clients. The staff must also explain how the program reaches all the intended students, rather than just some. The reviewer has the responsibility for asking for and listening to these explanations, pursuing the observations, interviews, and investigations until he or she has enough evidence to grasp what is going on in instruction and judge it above the middle.

4. For deciding that a school fits the "high" criterion, the burden of proof is even more on the school staff. Specifically, the descriptions of high quality instruction are based on the immediate effect on clients of that part of the program.

The staff should explain to the reviewer what specific effects to look for in the student, and the reviewer should look for these effects in the student's work, in interviewing, and anywhere else indicated by the staff. If these effects are found, then it is appropriate to make the judgment "high" rather than between "middle" and "high." Evidence of effects in instruction should come mostly from the students and their work, and the explanation of their teachers, rather than from records.

5. For deciding that the school program falls between "middle" and "low," the burden of responsibility shifts toward the reviewer to identify the limitations of the program from the assessment perspective under consideration. That is, the reviewer must understand what is happening and explain how it fails to fit the "middle" criterion. For its part, the school staff must explain what activities make it better than "bottom."

6. For deciding a school fits the description of "bottom" quality, the burden of responsibility shifts even more toward the reviewer to find <u>evidence of failure</u> of instruction.

<u>Opportunities for Improvement</u>

There is an analysis of opportunities for improvement for each part of the program for which there is an assessment of effectiveness. This part of the instrument is used to identify activities or actions on which the school improvement effort might profitably focus. In order to provide this focus, it is important that you do not identify too many activities or actions. A list of possible actions or activities is provided on the instrument, along with space to describe any other action you believe would have a high payoff as an area of focus. There is also a space to reference any activities from the school plan which warrant special note.

There are two boxes next to each action: Column A and column B. The box in column A is for actions or activities you believe are key to further improvement, and would be especially opportune areas of activity for focus in the near future. Use the column A box for actions or activities that:

- Would lead to improved effectiveness in many areas. For example, you might check box A for "providing timely feedback to students about their work" in "how students are learning" because you have determined that the curriculum, assessment, and placement of students is good, but wasted, because students are not getting feedback soon enough. Therefore, timely feedback would pay off in the effectiveness of the already good curriculum, assessment, and placement practices at that school.

- Are areas of acute need. Try to avoid emphasizing the needy areas which are not ripe for improvement and ones likely to

lead to repeated frustration and failure at the school. Rather, emphasize those which, for one reason or another, appear ready to be improved.

- Are areas with ripe implementation characteristics. Refer to the "translating the planned program into action" section of Chapter II and the instrument and use the characteristics described there to determine "ripeness." For example, check activities or actions where staff interest and motivation to undertake improvements are the highest; or the program intent and individual responsibilities are easy to understand; or the communication network is well developed to support the activity.

- Are activities for which good plans (formal or informal) already exist, but which have never been translated into action.

- Are activities which would pay off with increases in effectiveness with relatively little effort.

- Are activities on which it would be opportune to focus for any other reason.

Check the box in column B for activities or actions which you have observed to be particularly effective and which you want to draw attention to for potential application in other areas. Usually this would be because the way the activity or action was conducted could be used in some other area of the program to achieve similar effectiveness.

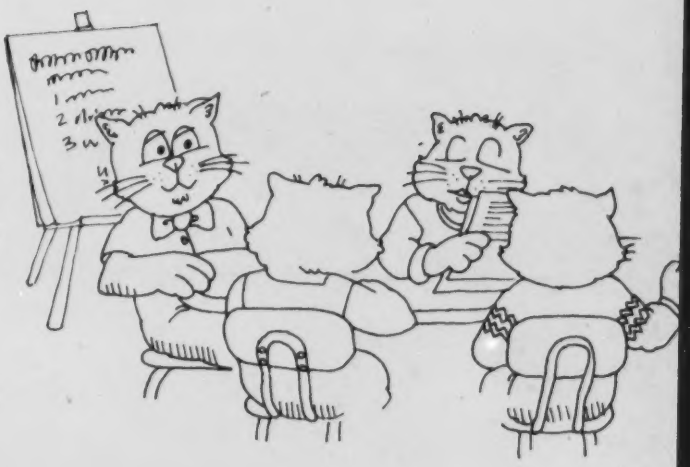
Leave the boxes empty for all other activities or actions. Remember, the intent of this analysis is to focus on just a few activities. If you check too many, there will be no focus. It is possible that your review cannot contribute to this focusing in a program area. In such a case, all boxes should be left empty for that area.

Ways of feeding the identified opportunities for improvement into the formal and informal ongoing planning and program improvement activities should be discussed. If they are related to particular breakdowns in the translation of plans into action, explain this relationship and refer to opportunities for improvement which have been identified in the "translating the planned program into action" segment of the instrument.

Work Sheet for Synthesizing the Review Findings

The use of this work sheet is intended to serve as a bridge between assessment and planning. Consequently, it should be used jointly by those specifically responsible for conducting the assessment and by those with planning and advisory responsibilities. These instructions, then, are addressed as much to people in the planning role as to people in the assessment role.

When you conducted the assessment, you made judgments of the quality of the program in terms of the effect of one layer of the program on layers closer to the student; for example, the effect of planning and evaluation on translation of the planned program into action and the effect of support on instruction. You also identified actions or activities that could be keys to improvements within each layer; for example, ways of making staff development as effective in reading as it is in math, and inservice training to prepare school site council members regarding their roles in the school site council.



As you move into considering modifications of your planned program in light of your assessment, you should consider key relationships between one layer of the program and another. It may well be that improvements in a particular area or aspect of one layer could have major impact on a priority area or aspect in a layer closer to the student. A judgment such as this will be important to you in making resource allocations and planning strategy decisions as you proceed with your ongoing planning. This work sheet is intended to focus your attention on these relationships.

Based on the assessment model in Chapter I, there are seven relationships among areas that you should consider:

1. How planning and evaluation affect:

   a. Translation of the planned program into action
   b. Support
   c. Instruction

2. How translation of the planned program into action affects:

   a. Support
   b. Instruction

3. How support affects instruction

4. How instruction affects student growth

For each one of the relationships, you should attempt to identify the improvement in the outer layer of the school program which is potentially most important for improvement in a layer closer to the student. For example, the improvement in support which is most important for improvement in instruction. Use the spaces on the work sheet to

write down both the areas or aspects in which student improvement might be pursued (left side) and the area or aspect which would be most significantly affected by the improvement (right side). These notes then can serve as an important reference or framework for preliminary discussions as you consider modification to your planned program in light of your program assessment. Naturally, as you move from the work sheet into your planning processes and formats, the implications of the findings will become more refined and particular. At best, the work sheet may be a good place to start your effort to use the results of your program assessment in planning further improvements.

Assessment Difficulties

No matter how well designed the assessment procedure and how well prepared the reviewer, there will always be difficulties with judgments of quality. The difficulties have different consequences for each school. Reviewers should be aware of these and the potential consequences of each at schools being reviewed. Reviewers should consider these consequences in weighing their judgments and tilt away from those problems which, in their best judgment, would be most damaging to the major goal of school improvement--better education for the students. Unfortunately, leaning away from one problem often results in leaning toward another. The reviewer has the difficult job of minimizing the chance of the most damaging problem without making the likelihood of other problems too high.

Reviewers should be alert to the following types of problems:

- False positive. This costly mistake occurs when a school staff is doing a poor or mediocre job, and the reviewer tells them they are doing a very good job. When this mistake is made, the incentives for improvement are undermined and the already formidable forces for the status quo are reinforced by the review. Some school and district people have told us that a "false positive" review really hurt their efforts to improve a school.

- False negative. School people are most upset over this mistake, but it is not always as bad as the false positive. Schools which are judged "high quality" are often upset that they did not get "highest" (just as "A" students complain the most over "B+" grades). In many cases, these schools are strong and confident enough in their self-assessment to brush off the effect of a false negative. In some cases, however--especially in schools which have made real progress from poor or mediocre to good or very good--a false negative can be demoralizing.

- Reinforcing facades. Any type of grading system has aspects which resemble a game. A costly mistake is the collapse of

the assessment process--which is intended to have a real and positive effect on improving the education of students--into a game. While concern for "fairness" is very important, it is less important than concern for the real job of educating students. Over-attention to the technology and procedures of program reviews may subvert the intended effects on education and create a "fair" but expensive and wasteful game. Some school and district people have complained that trying to do well on program review forces them to waste time building facades instead of teaching the students. Reviewers should not reinforce facade building for schools which want to do well. Rather, reviewers should concentrate on students' learning rather than the paraphernalia of instruction.

- Personal bias for or against specific materials or programs. Use the criteria and procedures in this manual. Reviewers should keep in mind that "what wouldn't work for me and mine might work for them and theirs." Any prepackaged curriculum is full of strengths and weaknesses. Good teachers and schools will sense the weaknesses and adjust, refine, and supplement the program to fit their own strengths, needs, and style, as well as those of the students. Reviewers must be sure to look for how it works out for the school, rather than judging a program at face value or how it would or did work for them. The personal bias error can go either way. Just because a program was best for a reviewer doesn't mean that it should be judged as effective in another school.

- Too analytic. The reviewer should not just set upon the school as an active information gatherer, ferreting and figuring the whole time. This can lead to clearly identifying trees while missing the forest entirely. Reviewers should give the school an opportunity to disclose itself in its own way. Reviewers should, therefore, spend some time quietly allowing the atmosphere and tempo of life at that school to present itself. It is important to invest some time realizing what is happening. Go back and forth between active, insistent exploration, analyzing and synthesizing information, and passive, receptive realizing of what presents itself. Don't miss the forest for the trees, but don't miss the trees.

- Too impressionistic. While initial impressions are a valuable guide for pursuing a line of investigation, they should be validated or rejected by careful examination of appropriate evidence. This evidence might include teachers' explanations, students' work, or observation. Initial impressions can be based upon momentary situations which are not typical of the school. Do not let these impressions color your review without validating them.

- Over- and undergeneralizing. Necessarily, the review is limited to a sample of situations, time intervals, curriculum content, students, and so on. Merely assuming that this

limited sample is typical is a mistake of overgeneralization. Support your generalizations from your observed sample by relating what you see students doing to the work they are producing. Then relate this current work to samples of past work from the last several weeks. Discuss past and current work with the student as further clarification and support for generalizing. Discuss the observed activities and students' work with the teacher, asking for explanations of how what you have seen and heard fits in with the overall program for the year. The teacher's explanation of this is an important step in generalizing. Finally, try to relate what you see in the various classrooms to schoolwide programs and plans for programs. Discuss this relationship with the teacher, with people active in planning, and with school leaders, especially the principal. By fitting observation and explanation together in this way, you should be able to construct a historical picture of the school program and tie it to the observed experiences of students. It is this picture and the tie to students which provide the framework for generalizing from specific observed data.

For all judgments of quality, the reviewer's primary responsibility is to give the best possible judgment. Making judgments of quality is not just a technical procedure, so reviewers should not expect to give a technical explanation of how judgments were derived. Techniques such as those in this manual are designed to improve the ability of trained educators to make judgments, to provide better information, and to make the judgments more consistent, but these techniques cannot replace the reviewer's own value judgment.

Doing a review can be exhausting. Tension and fatigue may make it more difficult for reviewers to use their best judgment. With that in mind, reviewers should plan a short time alone near the end of the review prior to making final judgments. This time should be used to "clear one's head" and reflect on all the evidence and perceptions gathered.

Information Sheet
Student Outcomes

Before beginning your review of the school program, study the available data on student achievement in the variety of areas addressed in the school plan. Obtain copies of available student outcome information from current and past years, and attach them to the program review report forms for easy reference. Use this information to formulate questions to guide you in gathering facts about what and how students learn and what adults do to make learning happen.

Caution: Do not make judgments about the program based on this preliminary study of student outcomes; but rather use your knowledge of student outcomes to raise questions and pinpoint areas for investigation during your review. In the space below, reference the student achievement documents which are attached and note any interpretative comments resulting from your study of these documents.

Reference

Comments

After completing your assessment of the school program, review the outcome data above, other formal or informal assessment results, and so forth; and think back on what you learned about how and what students are learning. Using all such information, indicate for each of the areas below how you feel about the progress students are making at the school from initially assessed levels to the end of the year (or their transfer to another school). For example, you may feel that: progress is what you had hoped for; progress is disappointing; gains thus far are limited, but you are optimistic about the prospects for gains this year; progress is good for many students, but for others the program has not been effective; and so forth.

Basic skills

Other curriculum areas

Social and personal growth

Criteria for Judging Quality

The Effect of Instruction on Students: How Students Are Learning

In completing your assessment of the school program, use this page for judging the level of quality of the program in terms of the effect of instruction on how students are learning. Descriptions of this effect of instruction corresponding to "low," "middle," and "high" levels of quality are given in the three paragraphs below. If one of these paragraphs is an accurate reflection of the effect of instruction on how students are learning, check the box directly below that description. For judgments of quality between low and middle or between middle and high, check an appropriate intermediate box.

Include in your assessment each curricular division in the planned program being implemented this year; write the name of each in the space provided.

There is evidence that the student is restless and disinterested in the learning activity in which he/she is engaged. He/she is not attending to the task and is frustrated by the learning activity. The student is confused about what to do or how to do it and does not know the purpose of the activity. There is evidence that instructional activities for the student are frequently the same as those for his/her classmates without recognition of his/her needs, strengths, interests, and ways of learning. Opportunities to practice skills and concepts are limited; many skills and concepts are not being mastered or extended, and continuity of learning experiences is lost through interruptions. Opportunities to apply skills and concepts in other curriculum areas are limited in that each curriculum area is treated as separate from others. The personal and social needs of the student are seldom considered by staff when planning his/her learning activities or assigning him/her to groups.

There is evidence that the student is interested in the activity in which he/she is engaged and generally is attentive to the task; there is little interruption due to confusion about what to do and how to do it. The materials the student uses and the activities in which he/she is engaged generally match his/her needs and strengths; materials and methods of instruction sometimes take into account the ways the student learns and his/her educational interests. Student work indicates that he/she experiences success in learning the necessary skills and concepts of the curriculum and has some opportunity to extend, bring together, and apply the skills or concepts. There is an indication that the personal and social needs of the student are considered by staff when planning for his/her learning activities and when placing him/her within groups.

There is evidence that the student is actively engaged in learning; he/she is attentive to the task, and his/her interest and motivation for learning is high. There is evidence that the learning activities are not only challenging for the student but also are successful learning experiences. The materials the student uses and the activities in which he/she is engaged match his/her particular interests and ways of learning as well as his/her needs and strengths. Student work indicates that the student has sufficient opportunities to practice, extend, bring together, and apply the identified skills and concepts of the curriculum; he/she knows the purpose of the activity and expects to achieve that purpose. The settings in which the student works and the working relationship with other students and adults encourage the personal and social development of the student as well as his/her acquisition, extension, and application of skills and concepts of the curriculum.

CURRICULAR DIVISIONS OF THE PLANNED PROGRAM	LOW			MIDDLE			HIGH
_____	☐	☐	☐	☐	☐	☐	☐
_____	☐	☐	☐	☐	☐	☐	☐
_____	☐	☐	☐	☐	☐	☐	☐
_____	☐	☐	☐	☐	☐	☐	☐
_____	☐	☐	☐	☐	☐	☐	☐

Opportunities for Improving How Students Learn

The phrases below describe what adults do that affects how students are learning. Check the box in column A if you feel that focusing on an action or activity in a curricular division could be key in improving how students are learning; write the name of the curricular division on the line below the box. Check the box in column B if you feel that an action or activity in a curricular division has been particularly effective in improving how students are learning and if you feel that the way the action or activity was conducted might profitably be applied in another division of the curriculum; write the name of the curricular division in which the action or activity has been particulary effective on the line below the box. Caution: While several of the actions or activities might be helpful, you should check only the boxes for those which have exceptional potential for improving how students learn; leave the remaining boxes blank.

	A	B
a. Ensuring that those who work with the students know each student's needs, strengths, interests, and ways of learning	☐ _____	☐ _____
b. Determining what each student has learned and has yet to learn in each of the academic areas addressed in the plan and reexamining such assessment frequently enough to be current with the student's growth	☐ _____	☐ _____
c. Using a variety of teaching methods in order to meet each student's needs, strengths, interests, and ways of learning	☐ _____	☐ _____
d. Assessing each student's social and personal development, including awareness, knowledge, and understanding of different cultural groups	☐ _____	☐ _____
e. Relating each student's daily work to what the student already knows, has yet to learn, his/her interests and strengths, and the way he/she learns best	☐ _____	☐ _____
f. Grouping and regrouping students according to their needs, strengths, interests, ways of learning, and what is to be learned (consider individual learning, small group, large group, whole group)	☐ _____	☐ _____
g. Managing the classroom in ways which minimize disruptions and allow students sufficient time to acquire, extend, and apply the skills and concepts of the curriculum	☐ _____	☐ _____
h. Setting standards and expectations for student work and making those clear to the student	☐ _____	☐ _____
i. Providing timely feedback to students about their work	☐ _____	☐ _____
j. Providing opportunities for students to apply skills and concepts in other areas of the curriculum	☐ _____	☐ _____
k. Using materials and activities which allow students to build on their strengths and interests while developing skills and concepts in areas of weaknesses	☐ _____	☐ _____
l. Providing planned activities for the development in each student of personal and social skills	☐ _____	☐ _____
m. Coordinating and using all available resources so that materials, talents of parents and community members, and special skills of the school staff support each student's continuous progress	☐ _____	☐ _____
n. Other actions or activities described in the school plan (please specify) _____	☐ _____	☐ _____
o. Other (please specify) _____	☐ _____	☐ _____

Criteria for Judging Quality
The Effect of Instruction on Students: What Students Are Learning

In completing your assessment of the school program, use this page for judging the level of quality of the program in terms of the effect of instruction on what students are learning. Descriptions of this effect of instruction corresponding to "low," "middle," and "high" levels of quality are given in the three paragraphs below. If one of these paragraphs is an accurate reflection of the effect of instruction on what students are learning, check the box directly below that description. For judgments of quality between low and middle or between middle and high, check an appropriate intermediate box.

Include in your assessment each curricular division in the planned program being implemented this year; write the name of each in the space provided.

The curriculum in which the student is engaged is incomplete in major areas; the student does not receive instruction in certain content areas within the curriculum. The work of the student indicates that the skills and concepts of the curriculum are not clearly defined and that academic standards and expectations are low. The student's work also indicates that the learning experiences of the student tend to be too easy and repetitious or too difficult and frustrating. There are few activities for the development of critical thinking skills and independent judgment included in the curriculum.

The curriculum in which the student is engaged is complete in major skill areas; in some areas it lacks sufficient range for the student. The student receives instruction in the essential skills and concepts; higher level learning experiences are limited. The most essential skills and concepts of the curriculum have been defined as have standards and expectations. The student's daily work usually is sufficient to challenge his or her ability and to provide productive learning experiences. There are activities intended to develop critical thinking skills and independent judgment, but indications are that development of the desired skills of critical thinking and independent judgment are limited.

The curriculum in which the student is engaged includes every major skill and concept area, with sufficient range to provide for continuous progress and sufficient depth to include instruction in essential skills and concepts and in the higher level experiences which bring together the various skills and concepts of the curriculum area and which integrate them through other curricular areas. What the student is to learn is clearly defined, as are achivement standards and expectations. The student's daily work is at a level of difficulty which both challenges the student to learn and grow and provides experiences of success and competence in learning. There is evidence that the student is developing critical thinking skills and independent judgment and has opportunities to pursue educational interests.

CURRICULAR DIVISIONS OF THE PLANNED PROGRAM	LOW			MIDDLE			HIGH
_____	☐	☐	☐	☐	☐	☐	☐
_____	☐	☐	☐	☐	☐	☐	☐
_____	☐	☐	☐	☐	☐	☐	☐
_____	☐	☐	☐	☐	☐	☐	☐
_____	☐	☐	☐	☐	☐	☐	☐

Opportunities for Improving What Students Are Learning

The phrases below describe what adults do that affects what students are learning. Check the box in column A if you feel that focusing on an action or activity in a curricular division could be key in improving what students are learning; write the name of the curricular division on the line below the box. Check the box in column B if you feel that an action or activity in a curricular division has been particularly effective in improving what students are learning and if you feel that the way the action or activity was conducted might profitably be applied in another division of the curriculum; write the name of the curricular division in which the action or activity has been particularly effective on the line below the box. Caution: While several of the actions or activities might be helpful, you should check only the boxes for those which have exceptional potential for improving what students are learning; leave the remaining boxes blank.

	A	B
a. Developing curriculum by adding missing skill and concept areas, or extending range or depth to permit continuous progress of each student	☐	☐
b. Identifying specific skills and concepts within curricula	☐	☐
c. Defining standards and expectations	☐	☐
d. Using identified skills and concepts in planning daily instruction	☐	☐
e. Providing for the development of critical thinking skills and independent judgment	☐	☐
f. Establishing coordination among classroom teachers at various grade levels	☐	☐
g. Establishing coordination between classroom teachers and resource and/or specialist teachers	☐	☐
h. Including in the curriculum activities designed to develop and extend student awareness, knowledge, and appreciation of other cultures	☐	☐
i. Including in the curriculum planned activities designed to develop personal and social skills of students	☐	☐
j. Providing opportunities within the curriculum for students to develop and increase their skills and knowledge in many areas of the curriculum	☐	☐
k. Integrating of skills and concepts throughout the curriculum areas	☐	☐
l. Using district level resources in curriculum development	☐	☐
m. Other actions or activities described in the school plan (please specify)	☐	☐
_____	☐	☐
_____	☐	☐
n. Other (please specify)	☐	☐
_____	☐	☐
_____	☐	☐

Criteria for Judging Quality
The Effect of Instruction on Students
The Environment in Which Learning Takes Place

In completing your assessment of the school program, use this page for judging the level of quality of the program in terms of the effect on students of the environment in which learning takes place. Descriptions of this effect corresponding to "low," "middle," and "high" levels of quality are given in the three paragraphs below. If one of these paragraphs is an accurate reflection of the effect of the environment on students, check the box directly below that description. For judgments of quality between low and middle or between middle and high, check an appropriate intermediate box.

Students in their learning settings appear to be bored with or hostile toward the learning activities in which they are engaged; they do not perceive school as a place to pursue interests relevant to their lives outside of school. The atmosphere evidences tension, disruptive behavior, and fear for physical or emotional safety. Standards and expectations for achievement and behavior are generally low and erratically or inequitably enforced. Students and staff do not like their school and show little mutual respect; they do not expect much out of the school either for themselves or for others. There is evidence that the atmosphere and physical environment of the classroom and school (e.g., assignment of students to group or independent work; arrangement and availability of space, furniture, etc.; and of such factors as noise, orderliness, attractiveness, and cleanliness of the physical plant and playgrounds, ventilation, etc.) inhibit students' full participation in school life.

Students in their learning settings appear busy completing their assigned work. Standards and expectations for achievement and behavior provide a challenge for most students and are generally applied in a consistent and equitable manner. There is an atmosphere among students and staff of courtesy and compliance with school rules; students have freedom for self-expression and for interaction with other students although the school takes little initiative to support their personal and social growth. There is evidence that the atmosphere and physical environment of the classroom and school (e.g., assignment of students to group or independent work; availability and use of space, furniture, etc.; and of such factors as noise, orderliness, attractiveness, and cleanliness of the physical plant and playgrounds, ventilation, etc.) allow students full participation in school life.

In their learning settings, students appear to be motivated and exhibit initiative for learning; they perceive school as a place that encourages and supports self-direction in pursuing educational interests. The atmosphere and mood are friendly and supportive of both academic learning and personal and social growth; standards and expectations for achievement and behavior are high and equitably applied. There is an atmosphere among students and staff of respect for self, for others, and for the school; they are enthusiastic about their experiences at school. There is evidence that the atmosphere and physical environment of the classroom and school (e.g., assignment of student to group or independent work; arrangement and availability of space, furniture, etc.; and of such factors as noise, orderliness, attractiveness, and cleanliness of physical plant and playgrounds, ventilation, etc.) enhance students' full participation in school life.

	LOW			MIDDLE			HIGH
Classroom	☐	☐	☐	☐	☐	☐	☐
School	☐	☐	☐	☐	☐	☐	☐

Opportunities for Improving the Environment in Which Learning Takes Place

The phrases below describe *what adults do that affects the environment in* which learning takes place. Check the box in column A if you feel that focusing on an action or activity could be key in improving the environment in which learning takes place. Check the box in column B if you feel that an action or activity has been particularly effective in improving the environment in which *learning* takes place and if you feel that the way the action or activity was conducted might profitably be applied in other areas of the program. Caution: While several of the actions or activities might be helpful, you should check only the boxes for those which have exceptional potential for improving the environment in which learning takes place; leave the remaining boxes blank.

		A	B
a.	Managing the instructional program to enable students to have opportunities to: – Be self-directing – Be self-checking and self-correcting – Make independent choices – Be successful as a learner	☐	☐
b.	Building into the daily schedule activities which encourage students to stretch their capabilities and pursue their interests	☐	☐
c.	Looking for ways to extend opportunities for students to participate in a wide variety of academic and cultural activities and in activities which promote personal and social growth	☐	☐
d.	Finding ways to acknowledge student efforts and accomplishments in academic, personal, and social areas	☐	☐
e.	Looking for ways to encourage and support initiative from students	☐	☐
f.	Providing guidance and support to students who feel anxious, confused, misunderstood, or directionless	☐	☐
g.	Arranging opportunities for students to work together in activities which are goal-oriented and which allow them to feel pride and satisfaction in accomplishing the goals, especially for students involved in conflict on campus	☐	☐
h.	Teaching, by example, respect for others and understanding and valuing of individual differences, including abilities, interests, language(s), culture(s), etc.	☐	☐
i.	Creating physical arrangements that reduce visual or sound distractions and provide a pleasant environment	☐	☐
j.	Organizing joint student, staff, parent, and district efforts to provide/maintain a safe, clean, and attractive environment	☐	☐
k.	Other actions or activities described in the school plan (please specify) _____ _____	☐ ☐	☐ ☐
l.	Other (please specify) _____ _____	☐ ☐	☐ ☐

Criteria for Judging Quality
The Effect of Excess
Cost Services for Title I/EDY Students

In completing your assessment of the effect of excess cost services for Title I/EDY students, use this page for judging the level of quality of those services in terms of their effect on Title I/EDY students. Descriptions of this effect corresponding to "low," "middle," and "high" levels of quality are given in the three paragraphs below. If one of these paragraphs is an accurate reflection of the effect of the excess cost services on Title I/EDY students, check the box directly below that description. For judgments of quality between low and middle or between middle and high, check an appropriate intermediate box.

There is evidence that the excess cost services—instructional and instructional support provided for Title I and/or educationally disadvantaged (EDY) students—have produced little or no acceleration of their progress and thus are not compensating for their low achievement levels. The regular instructional program and instructional excess cost services are separate and poorly coordinated; assessments of what students have learned and have yet to learn are not used for planning jointly by the regular classroom teacher and excess cost services staff. Lessons are limited primarily to skill drill with limited opportunities for applying the skills. Expectations for students are low. Instructional support, supplemented by excess cost services, has had little or no effect in meeting the health and guidance needs of students, providing inservice training for staff in meeting special needs of participants, or in involving parents in and informing them about their children's school program.

There is evidence that the excess cost services—instructional and instructional support provided for Title I and/or educationally disadvantaged (EDY) students—are supplementing the regular program and are somewhat effective in meeting the needs of participants and accelerating their achievement. There is mutual adaptation between some classrooms in the regular program and instructional excess cost services; in other classrooms, there is little or no coordination. Expectations for students are somewhat challenging. Instructional support, supplemented by excess cost services, has been somewhat effective in meeting the health and guidance needs of students, providing inservice training for staff in meeting special needs of participants, and in involving parents in and informing them about their children's school program.

Evidence exists that the excess cost services—instructional and instructional support—provided for Title I and/or educationally disadvantaged (EDY) students are supplementing the regular program and are effective in accelerating their progress, thus compensating for their low achievement levels. The regular classroom program and the excess cost services are fully integrated, resulting in a continuous progress program for students. Expectations for student performance are high. Instructional support, supplemented by excess cost services, is effective in meeting health and guidance needs of students, providing inservice training for staff in meeting special needs of participants, and in involving parents in and informing them about their children's school program.

LOW ☐ ☐ ☐ MIDDLE ☐ ☐ ☐ HIGH ☐

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Opportunities for Improving the Excess Cost Services for Title I/EDY Students

The phrases below describe what adults do that affects the school program for Title I/EDY students. Check the box in column A if you feel that focusing on an action or activity could be key in improving the program in an instructional or support area; write the name of that area on the line below the box. Check the box in column B if you feel that an action or activity has been particularly effective in an area and if you feel that the way the action or activity was conducted might profitably be applied in other areas of the program. Write the name of the area in which the action or activity has been particulary effective on the line below the box. Caution: While several of the actions or activities might be helpful, you should check only the boxes for those which have exceptional potential for improving the excess cost services for Title I/EDY students; leave the remaining boxes blank.

	A	B
a. Providing staff development so that each adult who works with the educationally disadvantaged students: – Understands what the planned excess cost services are, how the services fit with the regular program, and what they are intended to accomplish – How to work together with excess cost services and/or regular program staff to provide a continuous progress program for students	☐	☐
b. Providing for each adult who works with educationally disadvantaged students staff development which is designed to increase the adult's ability to adapt his/her teaching skills to the specific needs of the educationally disadvantaged students at the school	☐	☐
c. Allocating time for frequent joint planning by the classroom teacher and excess cost services instructional staff in order to share student assessment information and develop lesson plans based on this information	☐	☐
d. Comparing the supplemental activities with those of the regular classroom instructional program to determine if each one complements or reinforces the student learning occurring in the other; using the results of such inquiry to make modifications in either the excess cost services, the regular classroom program, or both, in order to provide a more fully integrated, continuous progress instructional program for participating students	☐	☐
e. Analyzing the quality of the excess cost services in terms of how students are learning (see page III–12) and considering, as appropriate, the opportunities for improving how students learn, items a through h (page III–13)	☐	☐
f. Verifying that expectations for performance of participating students are comparable to expectations for other students	☐	☐
g. Other actions or activities described in the school plan (please specify) _____ _____	☐ ☐	☐ ☐
h. Other (please specify) _____ _____	☐ ☐	☐ ☐

Criteria for Judging Quality
The Effect of the Bilingual Program* on Students

In completing your assessment of the school program, use this page for judging the level of quality of the program in terms of the effect of the bilingual program on students. Descriptions of this effect corresponding to "low," "middle," and "high" levels of quality are given in the three paragraphs below. If one of these paragraphs is an accurate reflection of the effect of the bilingual program on students, check the box directly below that description. For judgments of quality between low and middle or middle and high, check an appropriate intermediate box.

There is evidence that the students in the bilingual program are not developing language facility in both languages; they are not developing essential skills in speaking, reading, writing, and mathematics or knowledge and appreciation of their own and other cultures. Assessment of students needs, including language proficiency, is limited. Few or no materials are available in the primary language of the student, and the instruction in both the primary and second languages is limited in time as well as in scope. The adults working with the students have neither language skills nor skills in bilingual teaching methodologies necessary to provide successful learning experiences for the students in both languages of the program.

There is evidence that most students are developing language facility in both languages of the bilingual program; their work indicates that they are developing some essential skills in listening, speaking, reading, and writing in both languages as well as in mathematics, and some knowledge and appreciation of their own and other cultures. Materials are available in the primary language of the students as well as in English, but not all of the materials and activities used in instruction are appropriate to the language and learning needs of the LES/NES/FES students. Most of the adults working with the students have language skills and skills in bilingual teaching methodologies necessary to provide successful learning experiences in both languages of the program for students.

There is evidence that the students are making substantial progress in developing language facility in both languages of the bilingual program. Their work indicates that they are developing skills in listening, speaking, reading, and writing in both languages as well as in mathematics, and knowledge and appreciation of their own and other cultures. The materials and activities used in instruction are appropriate to the learning and language needs of the LES/NES/FES students. The adults working with the students exhibit a high level of proficiency in language skills and skills in bilingual teaching methodologies necessary to provide successful learning experiences in both languages of the program for all students.

LOW ☐ ☐ ☐ MIDDLE ☐ ☐ ☐ HIGH ☐

*Use this page only if the school has a type a, b, or c bilingual program as required by AB 1329.

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Opportunities for Improving Bilingual Education

The phrases below describe what adults do that affects bilingual education. Check the box in column A if you feel that focusing on an action or activity could be key in improving bilingual education. Check the box in column B if you feel that an action or activity has been particulary effective in improving bilingual education and is one which should be continued or extended. Caution: While several of the actions or activities might be helpful, you should check only the boxes for those which have exceptional potential for improving bilingual education; leave the remaining boxes blank.

	A	B
a. Assessing, on an ongoing basis, language proficiency of students in both their primary and secondary languages	☐	☐
b. Assessing, on an ongoing basis, student needs in mathematics and multicultural education	☐	☐
c. Monitoring, by the teacher, of student progress in language development and reading in both languages of the bilingual program	☐	☐
d. Developing and applying written criteria for the introduction of reading in the student's second language	☐	☐
e. Making materials available in the student's primary language for language development, reading, mathematics, and multicultural education	☐	☐
f. Examining the amount of time spent on instruction in LES/NES students' primary language and in English as a second language (ESL) to determine if it is sufficient for the development of adequate language skills	☐	☐
g. Providing second language instruction for fluent English students (FES)	☐	☐
h. Utilizing the culture of the LES/NES students and cultural resources of the LES/NES community in multicultural curriculum	☐	☐
i. Providing staff development for those teachers and aides working with the students in the language skills necessary to instruct in and model both languages of the bilingual program	☐	☐
j. Providing staff development for teachers and aides to increase their skills in bilingual teaching methodologies	☐	☐
k. Other actions or activities described in the school plan (please specify)		
_____	☐	☐
_____	☐	☐
l. Other (please specify)		
_____	☐	☐
_____	☐	☐

Criteria for Judging Quality
The Effects of Staff Development on Instruction

In completing your assessment of the school program, use this page for judging the level of quality of staff development in terms of its effect on instruction. Descriptions of this effect corresponding to "low," "middle," and "high" levels of quality are given in the three paragraphs below. If one of these paragraphs is an accurate reflection of the effect of staff development on instruction, check the box directly below that description. For judgments of quality between low and middle or between middle and high, check an appropriate intermediate box.

There is evidence that the staff development activities have had little effect in increasing the skills and knowledge of the adults needed to effectively implement the planned program. There is misunderstanding or lack of understanding of the intent of the school's planned program. Few staff members understand what their responsibilities for implementing the planned program are or how to carry them out. Adults do not understand how what they do fits with what others do in implementing the planned program. The results of staff development activities are not observable in the classroom or in areas of program support.

There is evidence that the staff development activities have increased the skills and knowledge of the adults needed to effectively implement the planned program. Staff generally understand the intent of the school's planned program. Most staff members understand their individual responsibilities for implementing the planned program, and staff development activities are increasing the skills and knowledge needed by each person to carry out his/her responsibilities. Most adults understand how what they do fits with what others do in implementing the planned program. Staff development activities for most members of the instructional staff have assisted them to apply knowledge and, to a more limited extent, skills addressed in the staff development activities.

There is evidence that the staff development activities have significantly increased the skills and knowledge of the adults needed to effectively implement the planned program. Each understands the intent of the school's planned program, knows his or her individual responsibilities for implementation, and knows how to carry them out. Each adult understands how what he/she does fits with what others do in implementing the planned program. Staff development activities for instructional staff have been effective in assisting staff to apply skills and knowledge addressed in the staff development activities.

	LOW			MIDDLE			HIGH
Teachers	☐	☐	☐	☐	☐	☐	☐
Aides	☐	☐	☐	☐	☐	☐	☐
Other staff*	☐	☐	☐	☐	☐	☐	☐
Parents and other volunteers**	☐	☐	☐	☐	☐	☐	☐

*Other staff includes the principal, other administrators, and support staff (certificated and classified who are directly involved in implementing the program).
**Other volunteers include community members, cross-aged tutors, and student teachers.

Opportunities for Improving Staff Development

The phrases below describe what adults do that affects staff development. Check the box in column A if you feel that focusing on an action or activity could be key in improving staff development in an instructional or support area; write the name of that area on the line below the box. Check the box in column B if you feel that an action or activity has helped make staff development effective in an area and if you feel that the way the action or activity was conducted might profitably be applied in other areas of the program; write the name of the area in which staff development is effective on the line below the box. Caution: While several of the actions or activities might be helpful, you should check only the boxes for those which have exceptional potential for improving staff development; leave the remaining boxes blank.

	A	B
a. Identifying the skills and knowledge needed in order to carry out the planned program	☐	☐
b. Assessing existing skills and knowledge of adults working in the program through self-assessment and administrative assessment	☐	☐
c. Determining the differences between existing and necessary skills and knowledge of the adults	☐	☐
d. Basing activities on the difference between existing and necessary skills and knowledge of the adults	☐	☐
e. Individualizing activities to meet the varying needs of the adults	☐	☐
f. Incorporating into staff development activities ways of confirming that the adults have acquired and are using the skills and knowledges presented	☐	☐
g. Involving the adults in determining what their staff development activities should include	☐	☐
h. Involving adults in determining how staff development activities would be presented and by whom	☐	☐
i. Using school, district, community, and other resources for staff development activities	☐	☐
j. Allocating sufficient time for staff development activities	☐	☐
k. Other actions or activities described in the school plan (please specify)	☐	☐
	☐	☐
l. Other (please specify)	☐	☐
	☐	☐

Note: "Adults" includes teachers, aides, other staff, and parents and other volunteers.

Criteria for Judging Quality
The Effect of Parent Participation and Education on Instruction

In completing your assessment of the school program, use this page for judging the level of quality of the program in terms of the effect of parent participation and education on instruction. Descriptions of this effect of parent participation and education corresponding to "low," "middle," and "high" levels of quality are given in the three paragraphs below. If one of these paragraphs is an accurate reflection of the effect of parent participation and education on instruction, check the box directly below that description. For judgments of quality between low and middle or between middle and high, check an appropriate intermediate box.

There is evidence that parents have little understanding of or commitment to the school program, their children's day-to-day activities or of the school plan and school improvement efforts. Few parents are involved in the classroom and school program or in parent education activities; their involvement is infrequent and sporadic and provides little support to the instructional program or to efforts to implement the planned program. There is evidence that parent education has had little if any impact on enabling parents to become involved in their children's school program, to support their children in their school activities, or to assist them at home.

There is evidence that most of the parents who are actively involved with the school program understand and support the school program for their children; they are aware of the school plan and the major thrusts for the year. Parents not actively involved have some understanding of their children's program and are aware of their children's day-to-day activities, but they have limited knowledge of the school plan or of specific efforts to improve the program; they are generally not aware of what they could do personally to support implementation of the planned program. Involvement of parents in many of the classrooms has enriched and extended the regular instructional program, but in other classrooms the involvement of parents is infrequent or has made little difference in how the teacher organizes and manages the classroom. Involvement of parents in school activities outside the classroom has provided support for implementing the planned school improvement efforts. There is evidence that parent education activities have enabled some parents to participate in the school program and to support their children in their school activities and to assist them at home.

Parents show enthusiasm for and commitment to the program and school improvement efforts. They are knowledgeable about the school plan and know when and how they can assist in implementing the planned program. Parent involvement in the classrooms extends and enriches the regular instructional program and expands the teachers' capabilities to provide direction to and supervision of the students. Parent involvement outside the classroom is a significant source of support in implementing the planned program. Parents' knowledge of the instructional program and how their children are learning enables them to support their children in their activities at school and to reinforce at home specific skills and concepts taught at school.

LOW ☐ ☐ ☐ MIDDLE ☐ ☐ ☐ HIGH ☐

Opportunities for Improving Parent Participation and Education

The phrases below describe what adults do that affects parent participation and education. Check the box in column A if you feel that focusing on an action or activity could be key in improving parent participation and education. Check the box in column B if you feel that an action or activity has been particularly effective in improving parent participation and education and is one which should be continued or extended. Caution: While several of the actions or activities might be helpful, you should check only the boxes for those which have exceptional potential for improving parent participation and education; leave the remaining boxes blank.

		A	B
a.	Providing encouragement for parents to participate in the classroom and school program	☐	☐
b.	Sustaining involvement of parents and providing for their interests and concerns	☐	☐
c.	Identifying and using talents, interests, and knowledge of parents in the classroom and school program	☐	☐
d.	Providing two-way home-school communications regarding students day-to-day activities and the school program	☐	☐
e.	Providing home-school communication in the language(s) of the limited- and non-English-speaking parents	☐	☐
f.	Providing opportunities for parents to express interests and needs for parent education activities and to be involved in planning them	☐	☐
g.	Using scheduling, methods of presentation, and creating a learning climate which promotes participation in parent education	☐	☐
h.	Other actions or activities (please specify)		
	_____	☐	☐
	_____	☐	☐
i.	Other (please specify)		
	_____	☐	☐
	_____	☐	☐

Criteria for Judging Quality
The Effect of Health and Guidance Services

In completing your assessment of the school program, use this page for judging the level of quality of the program in terms of the effect of health and guidance services. Descriptions of this effect corresponding to "low," "middle," and "high" levels of quality are given in the three paragraphs below. If one of these paragraphs is an accurate reflection of the effect of health and guidance services, check the box directly below that description. For judgments of quality between low and middle or between middle and high, check an appropriate intermediate box.

There is evidence in the classrooms and the school that many emotional-mental and physical health needs of students are not being remediated or accommodated. Assessment of needs is limited and cursory, and/or there is little follow-up. Resources available to the school have not been explored and/or are not being effectively used. Specialist support staff provide little ongoing assistance to students; classroom teachers frequently receive little health information about their students, nor do they receive direct assistance or in-service training to help them work with the students with health needs in their classroom. There is little or no formal instruction in health education. Generally parents receive notice of their children's health needs, but follow-up is sporadic rather than routine.

There is evidence in the classrooms and the school that most of the identified emotional-mental and physical health needs of the students are being met, although screening procedures in some areas are not timely and/or they are limited. Follow-up activities are being carried out to remediate needs wherever possible and/or to increase coping skills of students with health problems. Many of the resources of the school and community are being used for follow-up; some available resources are not being tapped and/or used as fully as possible. The specialist support staff provide ongoing assistance to students and share important health information with the instructional staff; the information is frequently used as a basis for altering the curriculum, organization, and environment for the students in order to accommodate their specific needs. The school program includes health instruction in the major content areas. Parents are informed of their children's health needs, and the school, as needed, provides information regarding resources available for follow-up services.

There is evidence in the classrooms and the school that the emotional-mental and physical health needs of the students are being met; the identification of needs is based on appropriate and timely screening of auditory, visual, dental, physical, and speech needs and on established criteria and procedures for identifying students with guidance needs. Follow-up activities have been successful in remediating needs (wherever possible) and in increasing skills to cope with health problems. All available school and community resources have been identified and are being effectively used for follow-up and for enhancing the health of students; the curriculum, organization, and environment of the classrooms have been modified to accommodate the specific health needs of the students. Specialist support staff provide ongoing assistance to students with identified needs, to classroom teachers as they work with these students, and to their parents. The school program includes appropriate grade-level instruction in all the major content areas of health education.

LOW ☐ ☐ ☐ MIDDLE ☐ ☐ ☐ HIGH ☐

Opportunities for Improving Health and Guidance Services

The phrases below describe what adults do that affects health and guidance services. Check the box in column A if you feel that focusing on an action or activity could be key in improving health and guidance services. Check the box in column B if you feel that an action or activity has been particularly effective in improving health and guidance services and is one which should be continued or extended. Caution: While several of the actions or activities might be helpful, you should check only the boxes for those which have exceptional potential for improving health and guidance services; leave the remaining boxes blank.

Health

	A	B
a. Providing thorough and timely health screening of auditory, visual, dental, physical, and speech needs	☐	☐
b. Implementing follow-up procedures for the purpose of remediating or increasing coping skills and/or accommodating needs within the classroom	☐	☐
c. Providing health education instruction, including self-awareness, coping action, and decision making	☐	☐

Guidance

	A	B
d. Establishing and using procedures to identify needs of students for guidance services	☐	☐
e. Basing guidance services on the identified need of students	☐	☐
f. Providing direct service to students and assistance to teachers in modifying the learning environment of their classrooms in order to meet individual student needs	☐	☐

Health and Guidance

	A	B
g. Using health and guidance assessment information in the classroom to modify curriculum, organization, and environment in order to meet individual student needs	☐	☐
h. Ensuring that parents and teachers know the health and guidance needs of individual students	☐	☐
i. Identifying and using available state, federal, district, and community resources to meet needs for health and guidance services	☐	☐
j. Providing health assessment and guidance services information to LES/NES students and their parents in their primary language	☐	☐
k. Allocating district/school resources for providing health and guidance services and developing curriculum	☐	☐
l. Other actions or activities described in the school plan (please specify)		
_____	☐	☐
_____	☐	☐
m. Other (please specify)		
_____	☐	☐
_____	☐	☐

Criteria for Judging Quality
The Effect of District Support

In completing your assessment of the school program, use the top half of this page for judging the level of quality of the program in terms of the effect of district support. Descriptions of this effect of district support corresponding to "low," "middle," and "high" levels of quality are given in the three paragraphs below. If one of these paragraphs is an accurate reflection of the effect of district support, check the box directly below that description. For judgments of quality between low and middle or between middle and high, check an appropriate intermediate box.

There is evidence that the district's policies, procedures, and criteria to guide and support its schools either have not been defined by the district or are unknown to this school. School staff and parents do not understand the intent and requirements of the consolidated application programs at the school. The district's strategies to assist the school are vague or stated in very general terms and encompass few of the resources available to the district. The strategies were not planned jointly for by the school and district and, therefore, show little relationship to the specific objectives, needs, and priorities of the school. Efforts to guide and support the school have had little impact on the school's efforts to improve its program.

There is evidence that the district's policies, procedures, criteria, and assistance strategies to guide and support its schools in their improvement efforts are known to the school site council and/or school advisory committee members and to some other staff and parents at this school. The district's assistance to the school coordinates and uses many of the resources available to the district and is generally consistent with the school's objectives, needs, and priorities. The district's implementation of these policies, assistance strategies, and so forth, including those in the district master plan, has facilitated staff and parent understanding of the purposes and requirements of the consolidated application program(s) at the school and helped the school make progress toward improving its program for students.

There is evidence that the district's policies, procedures, criteria, and assistance strategies to guide and support its schools in planning, implementing, and evaluating efforts to improve the school program are clearly defined and well known to the staff and parents at this school. The district's assistance to the school effectively coordinates and uses all available resources—federal, state, district, community—and is based on the school's objectives, needs, and priorities; together with the school's implementation activities, the district assistance is sufficient to ensure success of the school's planned program. The district's timely and effective implementation of these policies, assistance strategies, and so forth, including those in the district master plan, has been a key factor contributing to the school's understanding of the purposes and requirements of the consolidated application program(s) at the school and of success in improving its planned program for students.

LOW ☐ ☐ ☐ MIDDLE ☐ ☐ ☐ HIGH ☐

97 93

Opportunities for Improving District Support

The phrases below describe what adults do that affects district support of instruction. Check the box in column A if you feel that focusing on an action or activity could be key in improving district support. Check the box in column B if you feel that an action or activity has been particularly effective in improving district support and is one which should be continued or extended. Caution: While several of the actions or activities might be helpful, you should check only the boxes for those which have exceptional potential for improving district support; leave the remaining boxes blank.

	A	B
a. Determining what policies, procedures, and criteria are needed to guide and support school improvement efforts; modifying existing expectations/directives accordingly	☐	☐
b. Identifying current channels of communication which convey information accurately and reliably between district governing board/administration and the school	☐	☐
c. Arranging for staff development to ensure full understanding of important issues and concepts communicated from the district level to the school, especially those related to the purposes and requirements of the consolidated application programs at the school, and to policies and procedures contained in the district master plan	☐	☐
d. Assessing the effectiveness of current services to the school and identifying resources never before utilized	☐	☐
e. Working with the school as it determines its objectives, needs, and priorities for the coming year and jointly planning what and when resources are needed to meet those objectives and needs as prioritized	☐	☐
f. Other actions or activities described in the school plan (please specify)		
_____	☐	☐
_____	☐	☐
g. Other (please specify)		
_____	☐	☐
_____	☐	☐

Criteria for Judging Quality
The Effect of the School Site Council/School Advisory Committee(s)

In completing your assessment of the school program, use this page for judging the level of quality of the SSC/SAC(s) in terms of their effect on the school program. Descriptions of this effect corresponding to "low," "middle," and "high" levels of quality are given in the three paragraphs below. If one of these paragraphs is an accurate reflection of the effect of the SSC/SAC(s), check the box directly below that description. For judgments of quality between low and middle or between middle and high, check an appropriate intermediate box.

Meetings of the SSC/SAC(s) have been infrequent and/or poorly attended; consideration of school community groups' points of view when assessing needs, establishing priorities, and determining directions for the program has been limited. The work of the SSC/SAC(s) generally is not known; the members do not see their work as important to the school program; little is being done to encourage other parents and staff to participate in the work of the council/committee(s). Discussions during the development of the school plan, held mostly among a few key staff members on the council/committee(s), were often carried on outside the council/committee meeting. Communication among the council/committee(s) has been limited; each planned within the area for which it was responsible without consulting the other(s). Council/committee members demonstrate little knowledge of or commitment to the planned program and are generally not aware of the steps being taken to translate the planned program into action.

In regular meetings, usually well attended by SSC/SAC members, points of view from several groups in the school community have been considered when assessing needs, establishing priorities, and determining directions for the program. The work of the SSC/SAC(s) is generally known; members and many staff and parents see the council/committee's work as important; other staff and parents are encouraged to participate in the work of the council/committee(s); e.g., planning and monitoring the program. The council/committee(s) served as a forum for discussing the original development of the school plan, including the budget, and has been somewhat active in reviewing implementation of the program. Each council/committee is generally informed about the major deliberations or recommendations of the others, and consideration has been given to the relationship of services for students with special needs to the regular instructional program. Council/committee members and some other staff and parents are informed about and demonstrate commitment to the planned program. Awareness of steps being taken to translate the planned program into action varies from high to very limited.

In regular, well-attended meetings of the council/committee(s), points of view from all groups in the school community have been actively considered when assessing needs, establishing priorities, and determining directions for the program. Broad participation of parents and staff, in addition to council/committee members, has been encouraged on a continuing basis. The council/committee has been the focus of discussion during the development of the school plan, including the budget, and during continuing review and modification of the program. Communication and cooperation among the different council/committee(s) were instrumental in integrating services for students with special needs into the planned program. Council/committee members and others demonstrate a high level of knowledge of and commitment to the planned program, and they are well aware of the steps being taken to translate it into action.

LOW ☐ ☐ ☐ MIDDLE ☐ ☐ ☐ HIGH ☐

101

102

Opportunities for Improving the School Site Council/School Advisory Committee(s)

The phrases below describe what adults do that affects the school site council/school advisory committee(s). Check the box in column A if you feel that focusing on an action or activity could be key in improving the school site council/school advisory committee(s). Check the box in column B if you feel that an action or activity has been particulary effective in improving the school site council/school advisory committee(s) and if you feel that the way the action or activity was conducted might profitably be applied in other areas of the program. Caution: While several of the actions or activities might be helpful, you should check only the boxes for those which have exceptional potential for improving the school site council/school advisory committee(s); leave the remaining boxes blank.

	A	B
a. Providing inservice training with the objective of having each member understand:	☐	☐
– The purpose of the SSC/SAC and his/her responsibilities as a member		
– How the group functions and how to carry out his/her responsibilities as a member		
– How to work with other councils or advisory committees		
– The regulations for each of the programs funded at the school through the Consolidated Application (A-127)		
– What is provided by the various funding sources which is in addition to what the district provides		
– The day-to-day operation of the program		
b. Verifying that individual SSC/SAC members are thoroughly familiar with both program descriptions and budgets for the consolidated programs at the school	☐	☐
c. Inquiring of parents and staff on each school council/committee if they feel that the relationships among the groups are productive and supportive of each group performing its tasks	☐	☐
d. Looking for ways to involve parents and staff members who are not members of the council/committee(s) in the work of the group(s)	☐	☐
e. Involving members in determining how the SSC/SAC functions by developing procedures such as those for:	☐	☐
– Establishing agendas and activities which reflect the concerns of the school community		
– Giving information to and receiving information from the school community; e.g., telephone trees, buddy system, interviews, etc.		
f. Providing services to support attendance of members and guests, such as:	☐	☐
– Methods of communication among SSC/SAC members, between the groups, and between the groups and the school community which keep members knowledgeable and able to carry out their roles effectively and confidently		
– Scheduling of meeting times to best fit the personal schedules of parents and staff		
– Translation services for limited- or non-English-speaking (LES/NES) parents		
g. Examining membership recruitment and selection practices to determine if they are adequate to ensure selection of members who are representative of the school community	☐	☐
h. Other actions or activities described in the school plan (please specify)	☐	☐
_____	☐	☐
_____	☐	☐
i. Other (please specify)	☐	☐
_____	☐	☐
_____	☐	☐

Criteria for Judging Quality
Translating the Planned Program into Action

In completing your assessment of the school program, use this page for judging the level of quality of the school's translation of its planned program into action. Descriptions of this translation corresponding to "low," "middle," and "high" levels of quality are given in the three paragraphs below. If one of these paragraphs is an accurate reflection of the school's translation of its planned program into action, check the box directly below that description. For judgments of quality between low and middle or between middle and high, check an appropriate intermediate box.

There is evidence that few of the daily activities of people at the school relate to carrying out the planned program. The allocation of people's time and school resources is not related to carrying out planned activities. Few actions have been taken to assign responsibilities or to provide people with the time, materials, assistance, and know-how for carrying out the planned program. No activities are underway to improve the way people work together. The level of commitment to improving the school program, as planned, is low. There is more concern with excuses than with ways to solve problems.

There is evidence that most of the planned activities are part of the daily activities of people at the school, but people are still preoccupied with the mechanics. People cannot find enough time to do everything planned. Some people do not understand the intent of the plan, what their individual roles and responsibilities are, or how to carry out their part of the plan; but activities are underway to improve these understandings. Working relationships among people, while pleasant, are not focused on achieving the program intended in the plan. Refinements and adjustments to planned activities are limited and occur primarily in response to operational problems rather than in response to observed effects.

There is evidence that activities to translate the planned program into action are part of the daily activities of people at the school. People have the time, materials, assistance, and know-how to carry out their individual responsibilities in the planned program. Assignments make use of the unique talents and skills of staff. People are working together to achieve the program envisioned in the plan. Good communication, coordination, and mutual support are obvious. New personnel are oriented and trained for their roles. Adjustment, refinement, and scheduling of planned activities are made in response to the observed effects of planned instructional activities on students and observed effects of support activities on instruction.

LOW ☐ ☐ ☐ MIDDLE ☐ ☐ ☐ HIGH

105

105

Opportunities for Improving Translating the Planned Program into Action

The phrases below describe what adults do to translate the planned program into action. Check the box in column A if you feel that focusing on an action or activity could be key in improving the translation of the planned program into action; identify the portion of the planned program below the box. Check the box in column B if you feel that an action or activity has been particularly effective in translating a portion of the planned program into action and if you feel that the way the action or activity was conducted might profitably be applied in translating other portions into action; on the line below identify that portion of the planned program in which translation is effective. Caution: While several of the actions or activities might be helpful, you should check only the boxes for those which have exceptional potential for translating a portion of the planned program into action; leave the remaining boxes blank.

	A	B
a. Clarifying who is responsible for ensuring that various parts of the program are implemented as planned	☐	☐
b. Identifying who is to carry out each of the planned activities	☐	☐
c. Creating assignments that utilize each staff member's special talents, skills, and interests	☐	☐
d. Defining how roles are to be related and establishing communication and coordination procedures for the purpose of achieving close working relationships	☐	☐
e. Assigning people to suitable tasks and reallocating people's time as necessary	☐	☐
f. Allocating sufficient space for planned activities	☐	☐
g. Making supplies and instructional materials available when needed to carry out the planned program	☐	☐
h. Establishing a process for management of the time line for implementing activities in the plan	☐	☐
i. Establishing procedures for monitoring the effects that improvement activities are having	☐	☐
j. Establishing a decision-making process that allows for modifying the program during the year	☐	☐
k. Providing staff development so that each adult working in the program understands: – The intended impact of the planned program on staff and student behavior – Who is responsible for what – His or her own individual role and responsibility in carrying out the specific activities of the plan – How and with whom to work in carrying out the specific activities of the planned program – How newly planned activities fit with existing program activities to form a single integrated program for students	☐	☐
l. Planned activities that were translated into action _____	☐	☐
m. Other (please specify) _____	☐	☐

Criteria for Judging Quality
The Effects of Planning and Evaluation

In completing your assessment of the school program, use this page for judging the level of quality of the program in terms of the effects of planning and evaluation. Descriptions of these effects corresponding to "low," "middle," and "high" levels of quality are given in the three paragraphs below. If one of these paragraphs is an accurate reflection of the effects of planning and evaluation, check the box directly below that description. For judgments of quality between low and middle or between middle and high, check an appropriate intermediate box.

There is evidence that members of the school site council and each school advisory committee and other staff and parents have little understanding of the purposes and requirements of the consolidated application programs at the school. There is little agreement on goals or expectations for students or on what the school program should be. Those involved in carrying out the plan cannot describe their roles and responsibilities. Resources are not allocated to support planning. There is evidence of little ongoing planning or preparation for year-end evaluation, and there is little or no anticipation of developing such capacity this year.

There is evidence that members of the school site council and each school advisory committee and other staff and parents at the school participate in planning and evaluation; however, their understanding of the purposes and requirements of the consolidated application programs at the school is somewhat limited. Those responsible for particular areas of the program are familiar with the goals and expectations for students in those areas; yet, few people at the school are well informed about the whole range of goals and expectations in the plan. Some parts of the plan provide clear direction for staff and parents, while others tend to be too general for people to act upon. The process of ongoing planning is not well defined; evaluation information is used primarily in end-of-the-year planning with little ongoing program modification.

There is evidence that members of the school site council and each school advisory committee and other staff and parents at the school thoroughly understand the purposes and requirements of the consolidated application programs at the school. A high level of agreement has been reached on goals and expectations for students and what the school program should be in order to meet them. Those involved in carrying out the plan have a clear understanding of their roles and responsibilities, and sufficient resources are allocated to translate the plan into action. The school has established a well defined ongoing planning process and has developed an organizational framework for, and commitment to, using and refining the process. Evaluation information is analyzed and used in ongoing modification and refinement of the program.

LOW ☐ ☐ ☐ MIDDLE ☐ ☐ ☐ HIGH ☐

Opportunities for Improving Planning and Evaluation

The phrases below describe what adults do that affects planning and evaluation. Check the box in column A if you feel that focusing on an action or activity could be key in improving planning and evaluation. Check the box in column B if you feel that an action or activity has been particularly effective in improving planning and evaluation and if you feel that the way the action or activity was conducted might profitably be applied in other areas of the program. Caution: While several of the actions or activities might be helpful, you should check only the boxes for those which have exceptional potential for improving planning and evaluation; leave the remaining boxes blank.

	A	B
a. Allocating time and resources for planning and for evaluation activities	☐	☐
b. Identifying individuals who are expected to provide specific leadership for the planning, on-going planning, and year-end evaluation efforts	☐	☐
c. Establishing continuing review groups for various divisions of the program	☐	☐
d. Making provisions for monitoring the implementation of the program and for assessing the effectiveness of the program as implemented:	☐	☐
— Asking a question in an area of the program in need of examination		
— Determining what information is important in answering the question		
— Deciding how and when this information is best collected		
— Identifying who should review the information		
— Identifying when and by whom the collected information will be analyzed		
— Interpreting the results of the analysis in the context of the particular situation		
e. In considering difficulties in the program, distinguishing between flaws in the design of the program and mishaps or confusion in translating the plan into action	☐	☐
f. Establishing a decision-making process for making program modifications which provides for:	☐	☐
— Using evaluation results		
— Reconfirming during the year agreements about goals and expectations		
— Determining the need for change		
— Developing alternative procedures		
— Selecting among alternatives		
— Implementing selected procedures		
— Ensuring that the locus for discussion is the SSC/SAC		
— Establishing times at which decisions will be made		
g. Taking action on opportunities for improvement immediately after self-assessment and program review by district, consortium, or state review teams	☐	☐
h. Anticipating end-of-the-year planning for the next year of the three-year cycle by identifying early in the second semester those divisions of the program that will be newly developed and those currently being implemented which will likely undergo greatest modification	☐	☐
i. Other actions or activities described in the school plan (please specify)	☐	☐
_____	☐	☐
_____	☐	☐
j. Other (please specify)	☐	☐
_____	☐	☐
_____	☐	☐

Work Sheet for Making the Bridge Between Program Assessment and Planning

This work sheet is designed to help you focus on the relationships of areas or aspects in one layer of the program to those in another layer of the program. Based on the assessment model in Chapter 1, there are seven relationships between areas that you should consider:

1. How planning and evaluation affect:
   a. Translation of the planned program into action
   b. Support
   c. Instruction
2. How translation of the planned program into action affects:
   a. Support
   b. Instruction
3. How support affects instruction
4. How instruction affects student growth

For each one of the relationships, you should attempt to identify the improvement in the outer layer which is potentially most important for improvement in a layer closer to the student. Use the spaces on the work sheet to write down both the areas or aspects in which student improvement might be pursued (left side) and the area or aspect which would be most significantly affected by the improvement (right side).

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1. If improvements are made in these areas or aspects of planning and/or evaluation . . .

then the improvement could result in these areas of:

a. Translation of the planned program into action

b. Support

c. Instruction

2. If improvements are made in these aspects of how the planned program is translated into action . . .

then improvement could result in these areas or aspects of:

a. Support

b. Instruction

3. If improvements are made in these areas or aspects of support . . .

then improvements in these areas or aspects of instruction could result:

4. If improvements are made in these areas or aspects of instruction . . .

then improvements in these areas of student growth could result:

Use this space to indicate any other important relationships of special concern to the school, such as staff development for planning, translating plans for conducting evaluation into action, for staff development for translation activities:

Other Publications Available from the Department of Education

The *Handbook for Assessing an Elementary School Program* is one of approximately 400 publications that are available from the California State Department of Education. Some of the more recent publications or those most widely used are the following (with those developed specifically for the implementation of Assembly Bill 65 marked with an asterisk):

Administration of the School District Risk Management Program (1977)	$ 2.50
An Assessment of the Writing Performance of California High School Seniors (1977)	2.75
*Assistance Guide for Forming Program Review Consortia (1978)	NC
Attendance and Enrollment Accounting and Reporting (1977)	2.80
Bibliography of Instructional Materials for the Teaching of French (1977)	1.50
Bibliography of Instructional Materials for the Teaching of Portuguese (1976)	.85
Bicycle Rules of the Road in California (1977)	1.50
California Guide to Parent Participation in Driver Education (1978)	3.15
California Guide to Traffic Safety Education (1976)	3.50
*California Master Plan for Special Education (1974)	1.00
California Private School Directory, 1978	5.00
California Public School Directory, 1978	11.00
California Public Schools Selected Statistics, 1976-77 (1978)	1.00
California School Accounting Manual (1978)	1.65
California School Effectiveness Study (1977)	.85
California School Lighting Design and Evaluation (1978)	.85
California Teachers Salaries and Salary Schedules, 1977-78 (1978)	10.00
Computers for Learning (1977)	1.25
*Discussion Guide for the California School Improvement Program (1978)	1.50
*District Master Plan for School Improvement (1978)	1.50
District Paid Insurance Programs in California School Districts, 1977-78 (1978)	2.50
English Language Framework for California Public Schools (1976)	1.50
*Establishing School Site Councils: The California School Improvement Program (1977)	1.50
Genetic Conditions: A Resource Book and Instructional Guide (1977)	1.30
Guide for Multicultural Education: Content and Context (1977)	1.25
Guide for Ongoing Planning (1977)	1.10
*Handbook for Assessing an Elementary School Program (1978)	1.50
Handbook for Reporting and Using Test Results (1976)	8.50
A Handbook Regarding the Privacy and Disclosure of Pupil Records (1978)	.85
Health Instruction Framework for California Public Schools (1978)	1.35
Hospitality Occupations Curriculum Guide (1977)	3.00
Liability Insurance in California Public Schools (1978)	2.00
Physical Education for Children, Ages Four Through Nine (1978)	2.50
*Planning Handbook (1978)	1.50
Report of the Ad Hoc Committee on Integrated Educational Programs (1978)	2.60
California School Energy Concepts (1978)	.85
Site Management (1977)	1.50
Social Sciences Education Framework for California Public Schools (1975)	1.10
State Guidelines for School Athletic Programs (1978)	2.20
Students' Rights and Responsibilities Handbook (1978)	1.50

Orders should be directed to:

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P.O. Box 271
Sacramento, CA 95802

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A complete list of publications available from the Department may be obtained by writing to the address listed above.

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